REPORT RESUMES

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EXTENDED SCHOOL SERVICES THROUGH THE ALL-DAY NEIGHBORHOOD SCHOOLS.

BY- BASSECHES, MAURICE

NEW YORK CITY BOARD OF EDUCATION, BROOKLYN, N.Y.

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THE HISTORY OF AND THE INSTRUCTIONAL TECHNIQUES USED IN THIS PROGRAM FOR IMPROVING THE EDUCATION OF LOW SOCIOECONOMIC STATUS CHILDREN ARE DESCRIBED AND ANECDOTALLY ILLUSTRATED. FIFTEEN SCHOOLS NOW PARTICIPATE IN THE PROGRAM, WHICH ORIGINATED IN 1942 AS A DEMONSTRATION PROJECT IN TWO ELEMENTARY SCHOOLS. SPECIFICALLY DESCRIBED ARE (1) THE ROLE OF THE COLLABORATING TEACHER, (2) CURRICULUM AND ACTIVITIES DURING THE SCHOOL DAY AND IN THE AFTER-SCHOOL PROGRAM, AND (3) THE INVOLVEMENT OF THE SCHOOLS IN THE COMMUNITY. (JL)

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EXTENDED SCHOOL SERVICES *through the* ALL-DAY NEIGHBORHOOD SCHOOLS

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EXTENDED SCHOOL SERVICES *through the* ALL-DAY NEIGHBORHOOD SCHOOLS

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This bulletin on the All-Day Neighborhood Schools describes a stimulating plan for improving the education of disadvantaged children of our City. This program is indigenous to New York City and is definitely aimed at helping those children who attend schools in crowded sub-standard areas of a large municipality.

The pioneers who began this project recognized that a child is educated throughout the day by all that surrounds him, both in and out of school. The aim of All-Day Neighborhood Schools is to coordinate the total experiences of the child in school, after school, and in the community for a unified educational program.

We hope this bulletin will be helpful to educators interested in the extension of services for the disadvantaged child beyond the school day.

Joseph O. Loretan
Deputy Superintendent of Schools

April 1966

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PREFACE

The All-Day Neighborhood School Program is based on the knowledge that each child is the product of all his experiences in the community as well as in school.

This bulletin is intended to serve as a guide for the implementation of a program which provides creative teaching during a longer school day (9 a. m. to 5 p. m.), and which channels all available cultural and community forces for the benefit of the child and his family.

This bulletin describes the All-Day Neighborhood School Program, gives its history and presents techniques found to be successful by the director, the principals and the teachers who pioneered to shape it. We hope that experiences gained in nearly twenty-five years of work with children in economically deprived urban areas will serve as a teacher training resource for All-Day Neighborhood Schools.

TRUDA T. WEIL
Assistant Superintendent

ACKNOWLEDGEMENTS

This revision of *Extended School Services Through the All-Day Neighborhood Schools* was prepared under the direction of John B. King, Executive Deputy Superintendent; Joseph O. Loretan, Deputy Superintendent; Truda T. Weil, Assistant Superintendent, Office of Elementary Schools; Theresa G. Rakow, Assistant Superintendent; and William H. Bristow, Assistant Superintendent, Bureau of Curriculum Research. It has been produced under the constant guidance of Adele Franklin, Director of the All-Day Neighborhood School Program since its inception, and her assistants, Ruth Lustbader, Anna Murphy and Mary Thompson. It was a cooperative enterprise which enlisted the efforts of the entire staff of the fourteen All-Day Neighborhood Schools. The logs included herein are excerpts from those written by group teachers in the fourteen All-Day Neighborhood Schools.

Special acknowledgement and thanks for their suggestions are given to the assistant superintendents and principals in the districts and schools in which the All-Day Neighborhood School Program is operating.

Because much of the burden of maintaining the program in each school falls on the administrators, we wish to acknowledge their contributions of classroom, group and club materials and reports of community projects to this bulletin.

Jan Margo was responsible for preparation of the original manuscript. Technical preparation and typing was under the supervision of Anna Maltz, Administrative Assistant, Bureau of Curriculum Research. Members of the editorial committee were Rose Edinburgh, Ruth Lustbader, Anna Murphy and Mary Thompson. Rae Dudley and Penelope Abell were responsible for the subsequent revision of the material and Anne Ridge did the final editing and preparation for printing.

Most of the illustrations are by official Board of Education photographers John Kane and Ambrose Hickey. Other photographs were by: Jan Margo, p. 28; Esther Bubley, p. 34, 98; Picot Studio, p. 58; Marion Bernstein, p. 84; Howard Erfer, p. 124.

Maurice Basseches, Editor of Curriculum Publications, collaborated in the production of this bulletin. Simon Shulman designed the cover and Jan Margo prepared the illustrations and page layouts.

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WE LEARN AS WE BUILD
BLOCKS MAKE BEAUTIFUL BUILDINGS
SCHOOL
STOP
NO PARKING
MILK

Activities lead to language development and reading skills.

INTRODUCTION

The All-Day Neighborhood School Program was one of the first experimental projects launched by the Elementary Division of the New York City Board of Education to meet the needs of children in disadvantaged areas. From its inception, the ADNS has provided for the needs of the individual child. It is a developmental program based on first-hand experiences, with emphasis on small group instruction and careful team planning and teaching. One of its unique features—the extended school day—provides an opportunity for continuous training, guidance and development of interests under the supervision of trained teachers who work during the school day and in the after-school groups.

Because the basic philosophy of the ADNS Program is a partnership of home, school and community working together for a better society, effort is made to enlist parents, citizens and social agencies to work with schools. To achieve this end, citizen groups as well as parent associations are encouraged. There is a city-wide citizens group known as the Public Education Association Committee for the All-Day Neighborhood Schools, as well as local citizens' committees.

PERSONNEL INVOLVED IN THE PROGRAM

ADMINISTRATIVE STAFF

The ADNS administrative staff, which is part of the staff of the Office of Elementary Schools of the Board of Education, consists of the *director*, two *assistants*, the *Community Relations Consultant* and two *secretaries*. Their functions in the areas of administration, supervision, curriculum, teacher training, community participation and public relations are detailed in this bulletin.

SCHOOL STAFF

The ADNS staff in each school in the program consists of seven licensed teachers and an additional school secretary. It forms part of the regular school staff under the supervision of the principal.

Because added responsibilities are incurred by the principal of an All-Day Neighborhood School, one of the seven teachers, who has had experience in the program, is assigned as *administrator.* The administrator, who functions under the principal's supervision, has the advice of the program's administrative staff. His principal duties are concerned with coordinating the group program with the total school program, supervising the group program and the after-school clubs and maintaining community contacts with the advice and help of the Community Relations Consultant. The last of these duties is performed in a few of the schools by a *School-Community Coordinator.*

The *group teacher* is an experienced and successful classroom teacher who has requested an assignment to the ADNS Program. He needs flexibility and resourcefulness in his work with children, an ability to work well with other school personnel and much skill in devising curriculum approaches. His primary role during the school day is that of collaborating with two or three classroom teachers in implementing their entire program and working with their pupils in groups small enough to meet individual needs. This work is carried on in the classroom at times, but more frequently in the group room assigned to him, which has equipment and materials arranged conveniently for use by small numbers of children. The group room also serves, in many instances, as the club room for the after-school phase of the program.

COOPERATION WITH OTHER SCHOOL PERSONNEL

The ADNS administrator is the person to whom the group teacher and classroom teacher will most frequently turn for guidance in the work they do together. The administrator also schedules planning conferences with them at approximately monthly intervals. Through observing in classroom and group room, and by attending or reading the minutes of the planning conferences, the principal and assistant principal in charge of the grade are in touch with the ongoing work and can be consulted about it. The ADNS director's assistants and the Community Relations Consultant schedule visits to the All-Day Neighborhood Schools at which times they observe and are available for consultation.

The ADNS Program cooperates fully with all other services and personnel in the district and in the school. Because the ADNS Program concerns itself with the emotional needs of the child, it has from its inception worked closely with the Bureau of Child Guidance. The administrator and group teachers also work with the school nurse and with other Board of Education programs which may be operating in the school, such as Higher

Horizons, Junior Guidance and Early Identification Program. They cooperate closely with the Bureau of Community Education and other neighborhood groups which conduct afternoon, evening and summer programs. The staff of the ADNS Program also works regularly with student teachers in classroom and club, and with Junior Red Cross volunteers, the Junior Volunteer Corps and other junior and senior high school volunteers, to develop future personnel. The director and assistant directors also maintain close liaison with university and college teacher training programs.

WORKING TOGETHER FOR PROFESSIONAL GROWTH

Since the position of group teacher calls for proficiency in many areas —instruction, recreation, guidance, teacher training—there is a definite need for continuous in-service training in the program. To meet specific training needs of the program each year, courses are arranged and conducted by the director and her assistants. In this way the group teacher is enabled to improve his teaching methods and keep abreast of the newest developments in materials and techniques in education. In these courses and workshops, an opportunity is afforded the teachers to exchange experiences and discuss problems related to the subject.

In addition to the continuous in-service program, each fall orientation seminars are conducted by the director and her assistants with the aid of various administrators from the schools. During this week teachers newly appointed to the ADNS are acquainted with the goals and procedures of the program. They are helped to assess their weaknesses and strengths in relation to the various facets of the program, and are given the opportunity to discuss their role as group teachers with the members of the central administrative staff.

As the need arises throughout the year in each school, workshops, demonstrations and conferences are conducted for both group teachers and classroom teachers. This on-the-job training is carried out by the administrator and an assistant to the director, and is concerned with techniques and content covering all curriculum areas.

THE PROGRAM AT WORK IN THE SCHOOL

The staff in an All-Day Neighborhood School is augmented, full time, by seven licensed teachers and an additional school secretary. The ADNS teachers work from 10:40 A.M. to 5:00 P.M., and therefore their schedules overlap the hours of the classroom teachers between 10:40 A.M. and 3:00 P.M. One of the seven teachers serves, under supervision of the principal, as administrator of the All-Day Neighborhood School Program in the school. The other six teachers, called "group teachers" are each assigned to one of the grade levels, where they work with groups of children in collaboration with their classroom teachers, from 11:00 A.M. to 3:00 P.M. From 3:00 P.M. to 5:00 P.M. each teacher conducts a club consisting of children from the classes on his grade level. Thus, the ADNS Program provides for many of the pupils an intensive, continuous program from 9:00 A.M. to 5:00 P.M.

THE COLLABORATING TEACHERS, 11:00 A.M. TO 3:00 P.M.

Of paramount importance to the success of the group teacher's and classroom teacher's shared program is their ability to work together. Here the word "collaboration" is the key. It indicates the professional basis on which the two provide a program suited to the particular needs of their group of pupils. As the two teachers pool their insights, information, and efforts, each deepens his understanding of the natural development of children, his knowledge about the community and its effect on the children and his ability to employ suitable curriculum approaches. Supervisors of schools incorporating the ADNS Program have often remarked on how experienced group teachers, working with a limited number of classroom teachers, influence and contribute towards the professional growth of an entire school staff. (See page 13.) This teacher training aspect of the program is recognized and utilized by school supervisors. In a recent survey, more than half of all the new classroom teachers assigned to All-Day Neighborhood Schools had group teachers scheduled to work with them.

Classroom and group room procedures and other activities on which the classroom teacher and group teacher collaborate, are discussed in *The School Day*, pages 11 to 97.

THE CLUBS, 3:00 P.M. to 5 P.M.

During the period from 3:00 P.M. to 5:00 P.M., each group teacher works with a club of children from all the classes on his assigned grade level. This club consists of about 25 children, selected because there would be no responsible adult at home at 3 o'clock, or because admission was recommended by staff or guidance personnel. Such recommendation might stem from recognition of the child's special problems or abilities. The creative activities, which are co-curricular rather than extracurricular, and the informal atmosphere characteristic of the clubs are designed to be particularly helpful to these children. The statement that "children cannot be educated from 9:00 A.M. to 3:00 P.M. and recreated from 3:00 P.M. to 5:00 P.M." applies here. Interests aroused in the classroom are often carried further in the club, and learning from "real life" experiences goes on constantly. Basic to the club program, however, are the physical care and emotional security provided during that part of the day when most of these children would otherwise be without close relationship to, and guidance from, an adult.

The 3:00 P.M. to 5:00 P.M. period of the All-Day Neighborhood School Program is discussed in, pages 99 to 115, *The After-School Program.*

WORK WITH THE COMMUNITY

In addition to contributing to the work of the school day and extending it by means of the after-school clubs, the ADNS Program assumes as part of its responsibility the development of a close and constructive relationship between the school and the neighborhood. For the people in the community this means that they are welcome in the school. They know that their volunteer activities and special abilities are appreciated. The school, with its expensive physical plant and its skilled personnel, is recognized as a functioning center of community life. For the school, it means accepting its responsibility as an integral part of the community, contributing to it and accepting contributions from it. In addition the school strives to make the community aware of its educational responsibility.

The School as Part of the Community is discussed in pages 117 to 125.

UNIQUE CONTRIBUTIONS OF THE PROGRAM TO THE NEW YORK CITY EDUCATIONAL SYSTEM

The following are some of the unique activities that have been used successfully in the ADNS Program. We are proud to say that many of these activities were introduced in the ADNS Program and have been developed in other programs of the Board of Education:

small group instruction under the supervision of classroom and group teachers

continuous team planning and instruction by classroom teacher, group teacher and administrator

continuous in-service training of teachers in weekly workshops
use of school service classes to help children develop socially and academically

intervisitation program between schools of varying ethnic groups starting in 1942

three-day school camping program as part of the school program

the extended school day as an integral part of the school program

use of persons in the community as resource people and as aides in various phases of the entire school and community program

use of volunteers from junior high school, senior high school and college in the after-school program

city-wide Citizens' Committee which coordinates work of local Citizens' Committees, plans city-wide activities and initiates experimental programs in cooperation with the Board of Education local grass-roots Citizens' Committees which work with the individual school for the betterment of the community

establishment of the position of School Community Coordinator

raising of cultural sights of the community through the Saturday Theatre and other cultural activities during the school day, after school and on Saturdays.

SOME IMPLICATIONS OF THE ADNS PROGRAM FOR OTHER COMMUNITIES

Many communities are faced with increasing problems concerning their children and parents, their teachers and schools, and the changing community. The education of children from culturally deprived areas is a pressing problem in many urban communities. Providing programs for the pre-school child and extending the school day are two methods of meeting this problem. Certainly, modifications of the curriculum are also indicated. It is in the very important area of the child's elementary school education, before failure and frustration can become a repetitive pattern, that the All-Day Neighborhood School Program has a contribution to make.

Children from disadvantaged areas served by the ADNS respond to its varied program, which provides for small-group and individual instruction and activities. They are helped to consolidate many learnings gained in school, in the neighborhood, and farther afield. The constantly emphasized mental hygiene approach to the curriculum makes it possible for them to advance academically, emotionally and socially. Informal records such as group teachers' logs, and some more formal evaluations as well, are surveyed throughout this bulletin. They illustrate how the ADNS Program helps the child to:

increase self-respect because of acceptance and recognition by the two collaborating teachers

improve emotional adjustment and release tension through creative work and play

increase ability to relate to the members of his group

appreciate the arts, both as participant and spectator

develop individual talents under guidance in small-group situations

awaken intellectual curiosity through pursuit of constructive interests.

The resultant personality growth leads to increased academic achievement.

Because this bulletin discusses approaches which the All-Day Neighborhood School Program has found especially useful in disadvantaged areas, it may prove helpful to other communities with similar problems. It is hoped that the experiences of the ADNS Program may assist them in their efforts to curb or prevent delinquency, to mitigate the effects of cultural deprivation and broken homes, to develop community centered activities in support of their work and to broaden and deepen the day-long, year-long educational process. Since most of the problems of disadvantaged areas are present in lesser degree in all communities, the ADNS Program is applicable to all schools. Many of the procedures described in the following pages will suggest possible new approaches that may be applied by classroom teachers.

A BRIEF HISTORY OF THE PROGRAM

The idea of the All-Day Neighborhood School Program grew with the years. In 1936 a group of parents from a private school, with the consent of the Board of Education, opened a modest recreation center along modern educational lines in Public School 33, in Chelsea on the lower West Side of New York. The director, an experienced teacher, had also conducted other recreational centers. The staff was made up largely of WPA workers and volunteers who were trained by the director. The school building antedated the Civil War and had little recreational equipment. Despite these shortcomings, the after-school recreation center proved its worth.

The principal of this school requested, because she noted changes in the children who had attended the center, that the recreational staff serve the school full time helping classroom teachers in the educational program. Permission was obtained in 1937 for extending the service into the day school. The Public Education Association, recognizing that the program at Public School 33M might be applicable to the New York educational system, adopted the project as its field demonstration. The program was extended in 1938 to include a summer play school, affiliated with The Play Schools Association. This made it an all-day, all-year project.

In the fall of 1941 the Board of Education formally evaluated the project, with the result that a three-year demonstration, to be known as the All-Day Neighborhood Schools, was set up, to begin in September 1942. It was to be conducted at P.S. 33M, the Chelsea area, and at P.S. 194M, in one of the most congested areas of Harlem. Six regularly licensed teachers were assigned as group teachers to each school. The Public Education Association continued to cooperate with the work of the demonstration and furnished the services of the director, two assistants, a secretary and a social worker.

In the following year a community worker was hired. In 1944 the Board of Education appointed a social worker to Public School 33M. During the two-year period from 1943 to 1945, the (then) Bureau of Reference, Research and Statistics of the Board of Education conducted an evaluation of the program in the two schools. The final report stated, in part:

> In general, the evidence from tests and controlled observations showed that the pupils of the All-Day Neighborhood Schools were achieving equally with matched pupils in the control schools in reading comprehension, in powers of critical thinking, in physical health as indicated by the remediation of physical defects, in emotional adjustment in the classroom and in the development in their pattern of interests. . . . Pupils in the All-Day Neighborhood Schools had statistically significant advantages in pupil-teacher interaction of a semi-free type and similar interpersonal relationships. In the small groups and clubs, the children in the All-Day Neighborhood Schools had statistically significant advantage over the larger regular classes in pupil-teacher rapport, pupil-teacher interaction, pupil interest and pupil enjoyment of school activities.*

On the basis of this evaluation, it was recommended that the Board of Education adopt the All-Day Neighborhood Schools and extend them. Criteria for the All-Day Neighborhood Schools were drawn up as a guide for the extension of the program. Accordingly, in the fall of 1945 the program was extended to two schools in The Bronx, Public School 25X and Public School 63X. Except for the services of the director, furnished by the Public Education Association, the Board of Education formally assumed responsibility for the entire program, appointing regularly licensed personnel to all positions. The recommendation for its extension stated:

> The appraisal of the All-Day Neighborhood Schools Program has given evidence of the significant values of the program and has indicated a design of an elementary school to meet specific neighborhood needs.

In February 1951, the Superintendent of Schools transferred the program from P.S. 25X to P.S. 108M because of the great need for such a program in a Puerto Rican neighborhood. Two Brooklyn schools—Public School 142K and Public School 144K—were added to the program in September 1954. Today, there are 14 All-Day Neighborhood Schools located in every borough except Richmond.

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*Evaluation of All-Day Neighborhood Schools. Division of Tests and Measurements, Bureau of Reference, Research and Statistics. 1945 (mimeographed).

AFRICA
MY NEIGHBOR

During the school day a group teacher helps with research skills.

PRECEEDING PAGE BLANK NOT FILMED

THE SCHOOL DAY

THE CLASSROOM TEACHER AND ADNS GROUP TEACHER PLAN AND WORK TOGETHER

As indicated in the introduction, a group teacher works with each of two or three teachers and his pupils for one hour a day between the hours of 11:00 A.M. and 3:00 P.M. They work best together when they have a professional approach to their collaboration. The classroom teacher is responsible for the curriculum areas to be studied, but is able to enrich the class program through the special talents which the group teacher may possess. Advantage is taken of any special ability of either teacher, and instruction in the field of competence is led by the more expert teacher. This form of team teaching has been a basic and regularly used ADNS technique. Together, group teacher and classroom teacher strive to reach a better understanding of the needs and abilities of the children, and to provide small-group activities in both classroom and group room. They offer children an informal and close relationship with both teachers and permit opportunities to confer with classmates. Most important, because of the smaller group situation, the more personal approach, and the variety of materials presented, there are more opportunities for the children to experience success. Both teachers help maintain class and school discipline. The children soon adjust to the more permissive atmosphere that is engendered by the small group situation in contrast to the restrictions that must be imposed upon the large class.

Log (3rd grade class):

> The group was modelling animals in clay, but Karl was just rolling and kneading the clay as he talked. Miguel remarked, "We don't make noise here." "I wonder why?" "Because you do like a mother." "Maybe it's because we all act like good friends." "Uh huh." The clay work continued, also the relaxed talking.

The All-Day Neighborhood School Program makes provision for joint planning by the classroom teacher and the group teacher. They need time

Cooperative Conference: Classroom teacher, group teacher, administrator, principal.

to plan the curriculum goals to be reached, basing these on the curriculum bulletins and school directives. They schedule continuous, related group activities to implement these goals. There are opportunities to discuss work plans informally during the week, and these discussions make it possible to assure flexibility in programming. However it is the ADNS experience that more formal planning conferences should be scheduled as needed. In addition to the two teachers, the administrator attends these conferences, and frequently the assistant principal does also. At such times the problems of individual children are considered, grouping is determined, and the progress of the class as a whole is surveyed. Work recently completed is evaluated and future work planned. The manner in which the new work is to be developed and the responsibilities of each teacher in respect to it are decided.

> Preplanning will be most effective when teachers work together and utilize all available information about the child's needs, interests, and school experiences.*

The group teacher-classroom teacher conference notes are typed up in several copies so that the principal, assistant principal, director and the others concerned may have a record of the work accomplished and plans made. The group teacher then keeps a log to indicate how well the projected plans succeeded and what changes were necessary. Logs usually include references to individual children.

ROLE OF THE GROUP TEACHER

Teacher Training

When group teacher and classroom teacher—both interested in growing professionally—plan together, discuss mutual problems and observe one another's ways of dealing with children, training occurs in many subtle ways. Because the group teacher brings new ideas and techniques to the classroom teacher from the weekly workshop, a philosophy of education based on a mental hygiene approach grows and eventually permeates the school. Many principals consider that this kind of on-the-job training is the most valuable contribution made by the ADNS personnel to the school staff. The following excerpt from a group teacher's log is one example of how teacher training occurs.

Log (5th grade class):

> During the cooperative conference, the class teacher showed anxiety about teaching science. We planned to work together in this area. For two sessions in the class I led the children in experiments

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *The Child's Day in School.* (Curriculum Bulletin No. 6, 1943-44 Series; revised 1949), p. 10.

> and discussion which reviewed, and with some children introduced, basic concepts about magnets. The class teacher observed and made notes of the children's responses. She noted the children who seemed confused and were not responding, as well as those who showed special interest and ability in science. We met again and grouped the children according to interest and ability. I worked with each group in the group room, making electromagnets and experimenting with them. The children demonstrated their learnings in the classroom. The class teacher related the science to the social studies program.

PROVIDING DEEPER INSIGHTS

The two collaborating teachers profit by sharing their understandings about the children with whom they work. Sometimes the group teacher has a better opportunity to see the children as individuals because of the smaller numbers and more informal situation in the group room. Should a child be in the club as well, even more insights can be obtained by the group teacher. The following excerpt from a teacher's log indicates how teachers come to realize limitations of a child's experiences which affect his school learning.

> *Log (4th grade class):*
>
> When the group learned that Benjamin Franklin was the fifteenth of seventeen children, they began to compare his family with their own. This had hardly been in my plans, but it helped me to understand Angelina a little better. "Our family was bigger once," she said. "But then my mother went away from us and she took the baby with her. Now my father only has three children." She spoke evenly but her carefully veiled anger made me realize what might be causing her erratic and sometimes disturbing behavior.

ENCOURAGING FLEXIBILITY IN PROGRAMMING

The group teacher quoted in the preceding log was not only sympathetic, but probably aware that her understanding of Angelina's home situation would help her understand more about the child's academic problems as well. She was willing to be flexible in the implementation of her teaching plans in order to satisfy more basic needs. This kind of flexibility has been found of special value in teaching children from the disadvantaged areas where the ADNS program operates. Though none may be royal, there are many roads to learning, and it is sometimes a winding footpath that turns out to be the best approach. Interest in music may lead to improvement in reading (see page 53), a trip to a pet shop may result in experiments with weather, as on page 63. ADNS group teachers take full advantage of enthusiasms and happy accidents.

AIDING IN INTEGRATING CURRICULUM AREAS

The group program relieves the frustration many classroom teachers feel when they attempt to cover all the subject areas of the elementary school curriculum. By planning together for wider experiences, the group teacher and classroom teacher are able to build on and enrich the meager background of the children. Concepts, language and all curriculum areas are strengthened through trips, dramatics, music and art work and even through casual conversations. A well integrated and more meaningful educational program is the result. (See *Developing a Unit of Work*, p. 18.)

> The organization of materials into seven curriculum areas is a convenient means of grouping activities, experiences and subject matter. In practice, the overlapping of areas is inevitable. For instance, there are elements of language arts in every learning situation.*

> *Log (5th grade class):*
>
> We wrote a group story about life in Plymouth and Jamestown during Colonial Days. New vocabulary in it was studied. The story will serve as reading material for the class. We also made popcorn in the classroom. Besides the fun of preparing and eating it, asking why corn pops led to an important science lesson.

CHECKING ON LEARNINGS

The experiences provided are followed up by both teachers in the classroom and in the group room. They check on learnings to clarify unclear concepts and to organize information into meaningful sequences. The checkup is accomplished through consideration of the children's creative work as well as through oral and written reports. In the group room the checkup often comes about in a very informal manner.

> *Log (4th grade class):*
>
> We are dramatizing a scene of pioneers setting out for the West. Ida, as the stay-at-home grandma, tearfully waves goodbye. But since Ida is never one to let dramatic opportunity escape, she sobs, "Phone me when you get there!" Ah me, Ida knows that the pioneers lived long ago when there were no roads, etc. But no one has told her that telephones are included in that etcetera. Of course it was funny, but it also gave me a clue for another lesson to fill this huge and unanticipated gap in the children's understandings.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Curriculum Development in the Elementary Schools.* (Curriculum Bulletin No. 1, 1955-56 Series), p. 7.

RELATING TO CHILDREN WITH EMOTIONAL PROBLEMS

A group teacher will frequently be asked to confer with a member of the supervisory staff or with the guidance personnel about a child who has emotional problems. The ADNS group teacher very often is the first to succeed in gaining a friendly rapport with an "unapproachable" child. One reason for this may be that the group teacher can spend more time with him (up to 5 o'clock) by enrolling him in a club. Also the group teacher may, more easily than the classroom teacher, work on a one-to-one basis with a child who has problems in self-discipline or in relationships with others.

> Because the after-school club program necessitates the acceptance by teachers of these underprivileged children with all their problems, the All-Day Neighborhood School teachers carry over this acceptance into their classroom work with the children and to the teachers of the cooperating classes. (Matilda Salpeter, Principal, P.S. 144K, retired.)

The group teacher has a flexible program which permits him to handle immediately and effectively many unforeseen problems. Thus he has frequent success with troubled children, as is indicated in the following account.

A Troubled Child

> Mrs. M (classroom teacher of 5-5) told me that Vernon's mother had come to school, vehemently complaining about him. That afternoon Vernon came to school without a coat despite the bitter cold. When I spoke with Vernon, at Mrs. M's request, he told me that he had gone home for lunch. His mother had begun to beat him, so he had run out. "And I'll never go back; I'll live on the street!" I offered to go home with him and speak with his mother and he consented. There I met his mother: courteous, immaculate, but stern-looking. I asked if I could speak to her about Vernon. She seemed glad and suggested that we do so at once. Vernon went to a neighbor's apartment while we talked.
>
> The first thing I learned was that she was a foster parent who was caring for Vernon and a younger brother. She showed marked fondness for the younger child but spoke of Vernon with great annoyance. "He is always sulky. . . . He does such strange things. . . . Oh, like hiding in corners of a room, screaming in his sleep, tearing his bedsheets." She wanted to send him back to the institution and keep the younger boy but she was reluctant because the two were so fond of each other. Could I help with her problem? It seemed that I had come at the right moment!
>
> When I asked to what she attributed Vernon's behavior, she told me a story which still makes me shudder. When Vernon was

about seven, his testimony had helped bring a conviction of murder against his father. The child had witnessed the father's fatal assault on his mother. I spoke to the foster mother about how this experience might be influencing Vernon's behavior and told her that he was in need of much understanding and affection. I intimated that her beatings might increase his undesirable behavior. Before I left, I suggested she ask the advice of the agency which had placed the children with her.

The following day Vernon told me his mother had said, "There must be *some* good in you if your teachers are so interested in you." A back-handed compliment, but it was the beginning of a change in her attitude towards Vernon. She bought him new clothes, called a doctor when he was sick, and kept in touch with the agency social worker who visited the home and talked with Vernon as well as with her. The social worker also came to see Mrs. M and me, kept us informed of Vernon's progress and conferred with us about the boy's behavior in school.

As the months went by, Vernon became more relaxed. His voice no longer held that note of antagonism when he talked to his teacher or me. His academic work improved. He took pride in showing this to his mother. He even did some of his homework during the club time and did not hesitate to ask me for help with it. Both his classroom teacher and I made it a point to send home a note of commendation whenever Vernon was praiseworthy. I was sure to involve him in as many group and club activities as possible. After a while, Vernon learned to smile. He began to participate in ball games and played the drums during our work with rhythms, but never lost his preference for working alone at carpentry. He liked to invite his friends or his younger brother to visit the club and he worked very well with them. I kept in close touch with the social worker handling the case, and we both saw much reason to believe that Vernon was on the way to a healthy social adjustment.

KEEPING ANECDOTAL RECORDS

Anecdotal records kept by ADNS group teachers are useful both as an indication of the child's progress and for providing background for other teachers.

Log (2nd grade class):

Helen is in the third grade now, but her classroom teacher, knowing that this child had been in my club last year, asked to speak to me about her. It seems that in the club, at least, Helen has kept many of the gains she made last year. Evidently it will take her a while to reach her former level in the classroom. When her teacher and I looked over my anecdotal record, my memory was refreshed and I was amazed and impressed at how much progress this shy little girl had made last year.

When she first entered my second grade club, she seldom smiled, spoke only when directly addressed and never participated in any group activities. For about five weeks she sat in a corner with a book or puzzle and seemed content with it, or with watching other children at play. Her first sign of friendliness occurred when she started remaining behind the other children and waited to walk out of the building with me. After a time, she actually said "yes" one day when I asked if she'd like to paint. The next week she spent less time in a corner. She tried stick puppets, finger painting and then craft work. She played with three other children in the housekeeping area, and from then on she progressed steadily.

Seeing how far she has come, her third grade teacher recognized that Helen may have to retreat a bit before making further gains.

DEVELOPING A UNIT OF WORK

A detailed report on a unit of work follows. It shows how a group teacher can help the classroom teacher with whom he works to use trips, manipulative experiences, dramatic and other art experiences and experiential reading so that the children can be aroused to show interest, gain confidence and achieve considerable success in their academic work.

A Unit of Work About New York City

"This fourth grade class consisted of children whose reading level was far below normal. Many of them spoke no English although all had been in New York for two or more years. The class could be described as shy, withdrawn and apathetic. Both the classroom teacher and I felt that it was important to start working on a very simple level and to provide each child with a feeling of success as soon as possible. In our first planning conference, it was decided to start with a study of the school, then move out into the neighborhood and finally into the larger community. The experiences which resulted were to be utilized in developing subject area content, especially in the language arts.

"Some time was spent in getting to know one another, the classroom, the group room and the building. The children made a large picture, many sketches and block representations of the classroom and later of the school building. Emphasis was placed on proportion, shape and location of objects.

In our many trips through the school, we pointed out the relationship of the classroom to other locations. Blocks which were different in color or shape were chosen to indicate the offices, library and other special rooms. Impromptu pantomimes dramatized the occupants of these rooms and although the language was scanty, the gestures were clear and vivid. As we continued our trips about the building, using each experience for work in the classroom, it was evident that easy and warm relationships were being built up. The children were still shy, and their language was far from adequate, but no longer could they be called apathetic.

"The next step was to orient the children to the neighborhood and eventually, to other sections of Manhattan. A walk around the school block had established the streets and avenues bounding the school. In class we made a large oaktag map, laying out the streets with strips of gummed paper. Pictures of the school and other places of interest were drawn on this map.

"The children devoted a good deal of time to trips, dramatics and map work, but they had many other experiences in the group room. They experimented with translating, through musical instruments and body rhythms, the sounds of the city (trucks, taxis, ambulances, church bells, trains, etc.). They worked with papier-maché, paint and clay based on our trips. During the next few days, much of the work in mathematics was related to these trips. They also built up a reading vocabulary using the constantly growing number of experience charts.

"When we went further, we reviewed the streets shown on our map and made special note of what was happening on the streets. Some of the activities noted and duly listed on a reading chart were: a man washing a window, a truck sweeping the street, a boy on a bicycle and a car waiting at the red light. The children discussed and dramatized situations growing out of this walk. Their paintings interpreted them. When the class teacher read them the story, *Penny and Peter Go Shopping,* they were able to compare the kinds of stores in the story with those we had seen: they also noted that some kinds of stores mentioned in the story were not to be found in this area.

"Many questions about relative size were raised as it became necessary to add more streets, etc. 'What will happen if we want to show many, many streets?' Carmen answered, 'The school will be a little dot.' Later the children started a different kind of map, one with no pictures, and with lines instead of the glued tape to represent the streets. We used Carmen's idea and a differently colored dot was added as a symbol for each place of interest.

"Meanwhile, other concepts about Manhattan were being developed. A picture book about New York which showed how places in the vicinity

Communication through the arts becomes even more valuable when English is spoken with difficulty.

looked many years ago was effective in arousing discussion about past and present clothing, shopping, housing and transportation. The story, 'The New Boy,' from Lucy Sprague Mitchell's *Here and Now Story Book* was read to the class at this point, and very appropriately, since it is about Beno from Puerto Rico and his need to find grass and mountains here. Beno could really have been almost anyone in the class. Many of Beno's discoveries were comparable to those of the children, and the story was often used from then on.

"Another trip at this time took us all the way across 110th Street to the Hudson River. When we got to the river, out came the sketch pads and crayons we always carried along, and a silent, intent group stood facing New Jersey, busily sketching the river, the factories on the other side, a big ship seen dimly at a distant dock and the George Washington Bridge. In class, the trip was discussed, using the sketches to illustrate a point or to serve as memoranda to the speaker. More details were then added to the map.

"We followed Beno north on our next trip, to another river. We used the subway for the first time, and noted the trip on our map, though only with an arrow. Like Beno, we went south and saw another river, many big buildings and, recognizing it as Beno had, the Statue of Liberty. Comments about it included, we were happy to note, that it was on an island. 'So is Puerto Rico.' 'Puerto Rico is an island.' 'So is Manhattan.' There was conversation in Spanish also, of course. Both teachers were pleased at the increasing amount of English the children used among themselves along with their more familiar Spanish.

"One day, discussion turned to the many trips we had taken. It was decided that we should keep a record of them. Several suggestions were made, but the final decision was to use a series of our paintings, place them as a frieze across the front of the room and print appropriate captions under them. A large sign, *WE LEARN ABOUT NEW YORK CITY*, was lettered, and we were ready for the guests with whom we had decided to share our pictures.

"Two fourth grade classes were invited to visit us, one class at a time. As the pictures were explained, the children made it evident that they understood the meanings of such words as north, south, east, west, uptown, downtown, island, bridge, road, even the Staten Island ferry. They read the chart which contained their rules for behavior on the subway, and Julio and Allen presented a mirth-provoking pantomime on right and wrong behavior. They read from some of their many other experience charts, demonstrated our class-made maps, and then with a flourish, unfolded a subway map and indicated our route to the Battery. The visitors were properly impressed and Miss L and I were filled with a sense of achievement as we heard the confidence and courtesy with which the children spoke, noted the new readers among them and recognized the group spirit with which they described each other's work.

"The apathy so evident at the beginning of the school year had vanished. The children talked freely about many interests. All the creative aspects of their work showed that they were meeting with success. They could project their ideas and had much interest in learning. Both Miss L and I feel that although there is much, much work to be done, great progress has been made academically and socially. We are confident that the children's changed attitudes will make it possible for progress to be continued and accelerated."

The preceding unit of work encompassed the total fourth grade curriculum. The group teacher and the classroom teacher had a serious problem: to spark the learning potential of children from whom it was difficult to get any response because of their apathy. Their unit of work utilized real-life experiences—particularly the many purposeful class trips in a widening environment—to build academic learnings.

PREPARING ASSEMBLY PROGRAMS

Another way in which the group teacher often gives welcome assistance to a classroom teacher is by helping with the preparation of scheduled assembly programs.

> *Log (2nd grade class):*
>
> For the last two weeks we have been busy and excited over an assembly play. Because *The Gingerbread Boy* was about country and farm animals, and much work had been done on this subject, we planned to act it out. Both classroom and group teachers thought it would be best for these immature children to stick to pantomime with perhaps a few narrators. But lo and behold, one day when we were playing with the idea in the classroom, someone started to sing to the tune of "The Mulberry Bush." "The Gingerbread Boy, he ran away,/ Ran away, ran away/ The Gingerbread Boy, he ran away/ Far, far away." And there it was—our play. During the next week we made up verse after verse and lustily sang them. Of course we put them on an experience chart so that we would remember the gems we had created!
>
> Some of the shyest children were among those who volunteered to pantomime the characters as we sang, and were accepted by the class. Next problem: costumes. We decided to make paper bag masks. Richard wanted naught but a pink, pink pig, and there was great joy when the children saw how red was mixed with white

> to make this wondrous tint. I think that the play deserved its enthusiastic reception. We were all proud and there had been no tension attached to the production. We had stayed within the reasonable possibilities of success and we all had a fine time working at it.

CONDUCTING TRIPS

One of the ways in which the group teacher is of direct and obvious help to the classroom teacher is simply in being available as the additional trained adult required to assist on trips outside the school building. This seems to put such aid on a minimal basis, of course, but more than one classroom teacher has said, "I never would have planned to take that trip if the group teacher weren't going to be there also." The ADNS group teacher is frequently the one to make arrangements for a trip: applying for free transportation, previewing the route and the place to be visited, arranging for buses, permits, guides, etc., if any of these are needed. One or both teachers will be involved in preparing the class for the trip so that the children can gain fullest advantage from it, and both will probably share in the follow-up activities. The group teacher is flexible and takes advantage of information gleaned from the sidelights, as well as from the main objective of the trip.

Log (6th grade class):

> We took the class to the Metropolitan Museum of Art to see the sculpture exhibit in the Junior Museum. To get there we passed through a hall of classical Greek work. We did not stop, but two of the boys saw enough so that the next time they worked with clay, they announced that they wanted to make a large urn like the Greek ones they had seen. This they did, working together. One side of the urn has incised pictures of boys playing games in ancient times: the other shows their own ways of having fun. It is a bit startling to find a bicycle decorating a Greek amphora, but there it is. On the other hand, the decorative signature of one of the two who made it is quite appropriate: Demetrios. Demetrios finds it difficult to absorb ideas suggested by others but he's not a slow achiever when following his own bent! Nor did he find it painful to do research when it consisted of finding out how Greek boys played together. I provided books for this purpose.

Children behave quietly and politely on public transportation and in places they visit when they are prepared both for the objectives of the trip and for the experiences they will meet. In the ADNS the classroom teacher's preparation can be reinforced in small groups by the group teacher.

Log (2nd grade class):

> We are getting ready for our trip to the pier. Today in the housekeeping area, James sat four willing pupils in a row and gave them a lesson on good conduct on a trip. We continued our discussion on what we wanted to find out. Some of the children are very much excited because they have never been on a bus. Gilberto said, "Oh boy, the bus! The bus!" The trip on Thursday was a delight. Everyone enjoyed every minute of it. There were no discipline problems. Even the bus driver complimented the children on their conduct. Miss E and I think it was decidedly worthwhile and we look forward to many more trips. The children saw many kinds of buildings. They asked intelligent questions. They were excited to see the great ship, Maria Costa, being loaded. The sailors told them it was going to Italy. Since our return, paintings, block constructions and some experience charts have been made.

As a perusal of the logs in this bulletin will make evident, one of the activities most frequently used for follow-up by ADNS group teachers is the developing of an experience chart about a trip with the children. See the Board of Education bulletin for information on this important language aid.*

GENERAL APPROACHES USED IN IMPLEMENTING CURRICULUM GOALS

As has been indicated, the ADNS Program emphasizes that the child is constantly developing physically, emotionally and intellectually. A many-sided approach to instruction is therefore followed. It is based on the developmental stages of the child rather than on a pre-conceived, logical organization of subject matter. Among the attitudes and activities which the ADNS Program has found valuable and which will be further discussed at this point are: a constant concern that each child develop a positive self image; continual emphasis on self discipline and respect for others; concrete experiences in a widening environment; use of instructional materials prepared so as to involve all the senses; frequent and varied play experiences; regular opportunities for appreciation of and expression through music, dramatics and other art forms.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Experience Charts.* (Educational Research Bulletin No. 13, May 1952; Fourth Edition: January 1960.)

THE EARLY YEARS: SPECIFIC APPROACHES FOR GRADES 1-3

Although experiences which are particularly applicable to implementing curriculum goals in grades 1-3 will be considered here, teachers of older children may find much of the material helpful with their classes. It will be observed that regardless of the specific subject area, most of the activities described are useful for language development.

THE WORK-PLAY PERIOD

The most creative and inclusive activity for attaining the goals of early childhood education is the work-play period. It requires careful planning and gradual implementation. If these prerequisites are met, it can be immensely profitable and a delight as well. The value of work-play activities in a reading readiness program is immeasurable.

> For the young child, purposeful activity in the form of play is a serious way of learning. The child learns best when he actually lives the things he learns. Play in school, under the supervision and guidance of the teacher, is really serious business for children.*

Before presenting the procedures which the ADNS teachers have found useful in conducting work-play activities, it must be emphasized that play is not *merely* a form of activity. It is through play that the child recreates the world and comes to understand it. The child's play is predicated on his experiences and the teacher will influence these, planning carefully for the achievement of specific goals, as he does for any learning situation. Since *play* often connotes aimless and undirected activities, the expression ***work-play*** has advantages. It better indicates the kind of ***planned, guided and purposeful proceedings*** here under discussion.

PLANNING PURPOSEFUL ACTIVITIES

The collaborating teachers are alert to opportunities for enriching work-play activities. They provide for more significant content and help the children gather related information. They make note of inaccuracies or incongruities in the child's play, for consideration when planning for future experiences.

Log (1st grade class):

> Mrs. B told me she was dissatisfied with the "playing school" that went on in the housekeeping area. It seemed limited to a teacher "hollering on" her "pupils": "You go out of this room, Erne-

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Curriculum Development in the Elementary Schools.* (Curriculum Bulletin No. 1, 1955-56 Series), p. 5.

> stine!" We changed our plans for the following period and took the class for a walk through the first floor halls, visiting the offices of the nurse and the principal, and the second grade classrooms. On our return to the classroom we discussed what we had observed. Today, when the same group of children played school, there was marked improvement. A principal with eyeglasses and a deep voice strode in, followed by Marcia as a high-heeled nurse wearing a cap (a paper drinking cup!). Only a tape recorder could do justice to their lines. And "teacher" tiptoed helpfully among her "pupils".

> Arranging for good experiences is the teacher's first task . . . Trips, blockbuilding, easel painting, fingerpainting, music, rhythmic activities, cooking, dramatic play, water play, outdoor activities, working with clay. . . .*

INITIATING THE WORK-PLAY ACTIVITIES

When the work-play period is to be initiated with a class, the group teacher, classroom teacher and administrator will discuss the procedures at their monthly planning conference, and decide which of the "self-propelling" activities will be the first one introduced. Perhaps they will elect water play. Aprons, funnels, brushes, large tin cans and a basin may be the only materials supplied to the children at first. Tubing, measuring cups, a small sprinkling can or small pitchers and other suitable objects will be made available gradually. A small group of children will work with the materials while the others watch. Definite procedures will be demonstrated to the class with respect to getting and using the materials. All will learn how they must be stored and how cleaning up is done. If the group is a mature one, the teacher may allow time for brief reports and non-competetive discussions. Each child should be allowed to participate in the activity several times, and he must be encouraged to proceed at his own pace. The teacher will be alert to the science learnings inherent in the water-play situation and will refer to *Science, Grades K-2,* where experiences with water are discussed.**

INTRODUCING FURTHER ACTIVITIES

When the teacher feels that groups are able to engage in water play independently while she is busy with the rest of the class, another activity may be introduced. Perhaps it will be dramatic play in the housekeeping corner—having a group work there while the rest observe. Again the children will not be overwhelmed with too great a variety of material. When the

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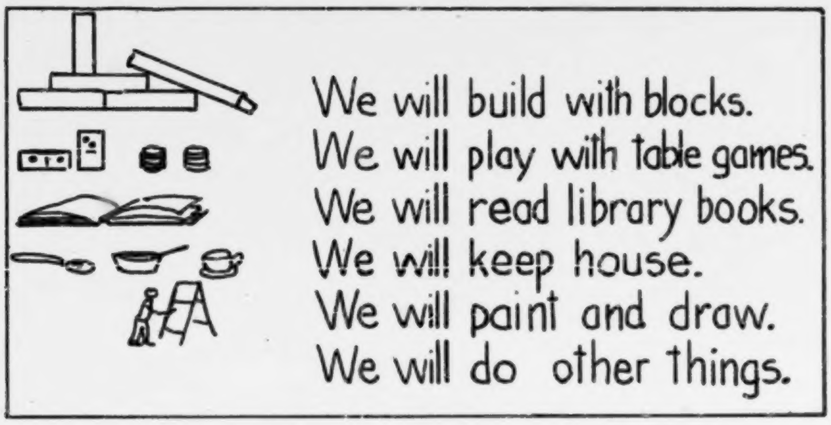
**——*Science Grades K-2.* (Curriculum Bulletin No. 7, 1965-66 Series.)

**BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Science Grades K-2.* (Curriculum Bulletin No. 7, 1965-66 Series.)

housekeeping area is used well (voices low enough, clean-up satisfactory, activities worthwhile), the collaborating teachers will decide which other activity will be introduced, perhaps a quieter one; then a more complex one, such as blockbuilding. When games are introduced, each child in the class will learn the rules and how to obtain and replace the materials needed. Leaders will be selected and changed periodically for the more complicated activities such as clay work and blockbuilding.

Log (1st grade class):

We have so many work-play areas active now that I introduced a WORK-PLAY CHART today. It looks like this:



We will build with blocks.
We will play with table games.
We will read library books.
We will keep house.
We will paint and draw.
We will do other things.

On the chalkboard, next to the chart, I printed the children's names as they selected the activity at which they wanted to work.

Log (3rd grade class):

Two work-play centers are now in use in the group room: blockbuilding and housekeeping. Today I was fascinated by the use made of some white theatrical gauze I had put into the Dress-Up Box, and I was able to include some experiential reading work because of it. A blushing "bride" was draped in the gauze by the girls with her in the housekeeping area. When next I glanced over there, a boy was setting up his camera (a carton balanced on the easel) to take wedding photos, while her attendants carefully seated the bride and spread her veil and skirts in graceful folds. There came a wedding procession winding its way among the blocks, so the rest of us burst into "Here Comes the Bride," singing in assorted keys and languages. After clean-up, the children dictated a "story" to me about their activities and I inked it onto an experience chart.

We will show our literary effort to the whole class. Their names on the chart and their illustrations are a great help.

Pride in one's work — what joy, what satisfaction!

IN FULL SWING

At the point reached in the previous log, the work-play period may be considered fully launched. Having discussed the activity each will engage in, and indicating these on a chart such as the foregoing, or as otherwise described in *Skillful Teaching Practices,** the children disperse to the areas selected. There is a busy hum of work and conversation as the work proceeds, and these will be acceptable. This is not a time for running, shouting or other behavior which interferes with the activities, but neither is it a time for silence (although that little group with their noses in the library books may be rather quiet).

> It is of paramount importance that the child be given ample time and opportunity to explore the range of possibilities of the material fully in his own way without the pressure of adult standards or the need to attain a set result. In this way he develops responsibility, control, competence, independence and resourcefulness.**

TIME TO EXPERIMENT

Since the rate and the specific area of growth vary with the individual, no two children at work-play activities will have the same developmental pattern. The way in which they work with materials will depend on their maturity and previous experience. When the material being used is new to them, however, all children will tend to experiment with it in the same way, whether they are three-year olds or seven-year olds. There is a difference, however. The seven-year old passes through the stages of development more rapidly than the younger child, but he, also, needs enough time for initial experimentation.

OBSERVING AND HELPING

Whether the group teacher has some of the children in the group room or both teachers are working in the classroom, each teacher will move from group to group during a work-play period, giving assistance as needed. Perhaps one teacher will spend much of the session with the children who are beginning to sew puppet clothes, or with the clay group where work has not been successful lately. He will observe the children as individuals, noting their personalities, problems, concepts, special interests and interaction with the group. He will pick up clues for further development of their unit of work and for trips which can be profitably taken to deepen concepts and to supply content in social studies. He will be aware that his very physical nearness is of great value to some members of the group, and that his interest must be made evident if he is to be reassuring. He is generous with praise and can always find something worthy of it. He will take every opportunity to help a child stretch a little higher, reach for excellence.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Skillful Teaching Practices in the Elementary Schools.* (Curriculum Bulletin No. 12, 1961-62 Series), p. 8.

**——*Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series), p. 14.

REASSESSMENT TIME

Activities must sometimes be halted when the work-play period is not functioning smoothly. Every teacher has had the experience of things suddenly "falling apart" although apparently they had been proceeding well. The sooner this is corrected, the better.

> *Log (3rd grade class):*
>
> Mrs. T and I agreed to stop the work-play period abruptly if the restless and noisy mood prevailed again today. It did. I flicked the light switch off and back on and, as some children looked up, I raised one arm high. Before long there was a forest of little arms raised and surprised little faces looking at me. I frowned and said nothing. Mrs. T spoke quietly, "Clean up." After a brief clean-up time, for we had barely started work, we all gathered our chairs close and sat evaluating what had been going on (it was clear that the children had been aware of it) and what must be done to improve matters. We decided to have only block play and table games tomorrow, and for only twenty minutes. Then, if everything went well, we'd add more time and another activity each day.

CLEANING UP

Ordinarily, children will be ready to put away their materials after perhaps thirty to forty-five minutes have gone by. Teachers have noted that clean-up will be more orderly if children have advance warning of its imminence. The bell tinkles; Miss X announces, "Five more minutes before clean-up time." The groans are squelched and work starts to taper off. Some groups may have been alerted sooner. The blockbuilders, who must dismantle a large structure or consolidate the space in which it can remain, and the group elbow-deep in finger paint have had perhaps a ten minute start in order to complete their clean-up.

> . . . It is discussion time. A few laggards are invited to join the group. One or two who came without putting away the tools they had been using have this pointed out to them, with the friendly suggestion that they do so. One child is still working. . . . "I MUST finish this side of the barn!" The teacher observes the child's intent face. "Very well. . . . Or you can come now to talk with us and paint more later."*

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*New York State Education Department, Bureau of Elementary Curriculum Development, 1954. *The Elementary School Curriculum*, p. 41.

REPORTING TO THE CLASS

The report period is very informal during these early years. One group only, or two, may report on a given day. Each leader may report on the work done by his group. One child or many children may want to show finished work. There may be a dramatization using those newly-dressed puppets. Frank but considerate evaluations may be offered by members of a group or their classmates. . . . "We cut and we cut but we don't have any good pictures of baby animals to show." "The blockbuilders made the best boat ever. They gave me a ride in it."

DEVELOPING DESIRABLE ATTITUDES

One of the goals which the collaborating teachers strive to achieve through the work-play activities is that of developing acceptable social behavior. The young or immature child often plays by himself but alongside another child engaged in the same activity. Through this "parallel play" he has opportunities to share materials, to give and receive help and to develop a feeling of companionship. With his teacher's help he will gain in ability to evaluate occasional clashes. Appraising success, accepting criticism, and tolerating occasional failure are all definite stages of growth. The child who works at activities over which he has some control, with classmates over whom he hasn't, must begin and does begin to cope with these problems. As he learns to work with one or more children amicably, he will have opportunities to grow in self-discipline. He can make a start only when he has some freedom of choice and action. He should have opportunities for such freedom in school, especially during the work-play period.

VERBAL AND NON-VERBAL COMMUNICATION

Children are often hampered by an inability to communicate verbally. The work-play period helps the child learn how to get his thoughts and feelings across on a non-verbal level at first. Communication of this kind can sometimes be more informative than words, and a skillful teacher will use it as a basis for language usage and emotional and social development.

Log (1st grade class):

> Mary Anna's painting was a complete summary of our trip; yet I know that it would not be wise to urge her to translate it into words. I am confident that this shy little girl will be able, before too long, to speak about her learnings as well as to paint, draw and model them.

The teacher must also be aware that feelings of hostility and aggression in children are often unknowingly revealed through their play. She must be able to accept this behavior and help them find more constructive ways of handling these feelings.

> If one watches carefully how they handle these blocks, what they do with these trains and automobiles, one soon realizes that the most violent, destructive fantasies are acted out with them. . . . Play is a method of carrying out these aggressions in a form socially acceptable.*

> *Log (2nd grade class):*
>
> A group of girls was playing house. Their activity consisted almost entirely of spanking the babies. They seemed to be getting very little satisfaction out of it. Since I wanted to bring something more constructive into the play, I picked up the toy telephone and called one of the baby-spankers. "Hello, Jean. This is Frances. I don't know what to do, my baby is so bad today." "Mine too! I have to spank her and spank her." "It's such a nice day that I think I'll do my ironing later and take my baby out in her carriage." "That's a good idea. Let's go to the park."

Had all the spanking helped? Was a change of activity indicated if the play was to continue in a constructive manner? These questions had to be answered before the teacher acted.

Other activities which are more commonly thought of as concerned with non-verbal communication, utilize art materials, blocks or the body in motion. Pages 30 through 41 in *Early Childhood Education*** contain valuable material on the content and presentation of these areas. To supplement the information obtainable from other curriculum bulletins, some approaches which All-Day Neighborhood School group teachers have found useful in conducting these activities will be considered in the following pages.

Blockbuilding

The work play period includes blockbuilding which can be utilized to develop curriculum and help children become well-integrated members of their society. This will be discussed in some detail as an example of ways in which a work-play activity can be utilized to develop curriculum.

A set of blocks which is easily manipulated and open to a great variety of interpretation and form, is an example of the non-verbal material which children need for clarifying and expressing their still inchoate ideas. Once the child has learned the technique of building sturdily, he can represent more complicated structures and relationships without having to stop to learn new techniques; therefore he can concentrate steadily on the expressive content.

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*Karl Menninger, *Love Against Hate* (New York, Harcourt, Brace and Co., 1942), pp. 177-78.

**BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series.)

> We are interested in child-growth, not architecture . . . (Educators) appreciate the physical release and bodily coordination gained through lifting, carrying and piling blocks. They are aware of the emotional release through dramatic play . . . They understand that the child's reproduction of the world around him makes it something familiar, not something strange, and is thus an integrating factor in personality. And finally educators are more deeply impressed with the fact that this activity gives an outlet for creative impulses and cultivates a sense of design and form.*

GUIDING THE ACTIVITY

That the teacher's role is important to the educational value of blockbuilding cannot be overemphasized. Often when a child has just begun to work with blocks, the teacher can stimulate development simply by expressing interest in the work under way. "Do you want to tell us about your building?" A response in words may or may not follow. When it is observed that a child is repetitious in his blockbuilding, further experimentation can be encouraged by a question such as, "Where do the people eat in your house?" It is recommended that in the beginning only the simpler blocks be made available to the children, and that others be added as the children become more adept. Where possible, outdoor building should also be done, using sturdy, large, hollow blocks, planks and packing cases.

> The blockbuilding area should be clearly defined and out of traffic lanes. Adequate shelves, easily accessible to children, should be provided for storage of blocks. The choice of blocks is important. . . . Blocks that have planned relationships between the various sizes and shapes stimulate order, rhythm and balance in ararngement and building.**

WORKING ALONE AT FIRST

In the early stages of his work, the child needs much opportunity to experiment. After a while he balances block on block so that the structure becomes a tall building or perhaps a bridge. As he removes blocks, he pretends that he has before him a tree, then a man, then a puppy. The child is engrossed in his play which is his work, and he wants no company at this time. He enjoys a feeling of success and pride in what he, by himself, has created. Although he cannot, perhaps, express its meaning in words, it has meaning for him.

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*Adele Franklin, "Blocks—A Tool of Learning." *Childhood Education*, January 1950, pp. 209-213. Association for Childhood Education International, Washington, D.C.

**BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series), p. 15.

A child needs to work alone every now and then.

Log (1st grade class):

> William played with blocks daily, always in the same corner, silently. At first he used only one type of block but he soon learned to use various shapes and sizes. Today, he put a long narrow block across his shoulder and marched around his corner and out into the room.

THE ROLE OF REAL-LIFE EXPERIENCE

The child continues to experiment and learns to manipulate the blocks more successfully, making sturdier and more attractive structures. He combines the blocks with other playthings and uses them in dramatic play based on his real-life experiences. The more of such experiences his teachers can provide, the more his imagination is stirred. If he has seen a hospital or a church, he may wish to reproduce it. Has he been taken with his class to a railroad station or to watch trains go by from an overpass? He may then want to build these and "play train."

> He himself is the train as well as the man who runs it . . . his performance is accurate and realistic in proportion to his knowledge and experience of trains. He could not make these sounds and movements, he could not feel the imaginary motion of his chair-train in his own body, if he had merely been told about trains or seen pictures of them.*

WORKING WITH OTHERS

After working individually, the child next relates his building to others being constructed by his neighbors—he builds a station for a train, or a store to provide food for the occupants of a nearby house. Buildings are constructed separately and then played with by the group. This sharing of blocks, though an advance, is not yet cooperative building. However, the premature urging of cooperative work may well have undesirable results. A single monster building constructed by a large group is often not cooperative at all: one junior-sized master builder may be giving the orders and the others may be obeying him.

COOPERATIVE WORK WITH BLOCKS

Eventually, the children will be able to build cooperatively, to find relations between different types of structures, and to give their structures greater expanse and greater variety. They will discuss their work and plan ahead as they construct. The following is an indication of how eight-year-olds profit from the stimulus of cooperative block work.

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*Caroline Pratt, *I Learn from Children* (New York, Simon and Schuster, Inc., 1948), p. 30.

Log (3rd grade class):

> Several boys were using the blocks. They used chairs as "mountains" and under them they built tracks of blocks in a tunnel under the mountains. At regular distances there were signals made of upended long blocks with smaller blocks balanced atop them. The positions of the small blocks were changed as the trains passed by. Edward, a recent arrival in this country, took a leading part in the dramatic play. He began to tell me in his broken English, about tunnels and mountains he had known. As he hesitated over words, other children interpreted. They were carried away by his enthusiasm. Other boys gathered around. Before long, there were tracks going over a ramp which represented a bridge, and there were blocks representing boats in the water crossed by the bridge. Trains and boats chugged and tooted. Every one of the boys was taking part in the play.

ADDING SUPPLEMENTARY MATERIALS

Supplementary material for use with blocks can be introduced after many experiences with the blocks alone. With young children, toys are often unnecessary, but when used, they should be appropriate in scale. Many teachers find much advantage in seemingly random material such as bits of wood from the carpentry scrap pile, sanded smooth. Children find colored wooden cubes both decorative and useful. They often use them to represent lights, baggage, even food. Small boxes become freight for a train, beacon lights at an airport, etc. Small dolls and the painted wooden silhouettes of people called "Wedgies" are also useful. Wooden animals made to scale are obtainable, but when such commercially-made representations aren't available, children will often let blocks represent people or make crayon drawings of the personages they need and staple them to blocks. Small and inexpensive toys, trucks, trains, boats and autos can be bought in variety stores and used in block building.

THE CURRICULUM AREAS AND BLOCKBUILDING

The interrelationships of all the curriculum areas become particularly clear now. Stories, discussions and dramatic play resulting from blockbuilding develop the vocabulary with which to express the child's understandings of his world. Experience charts, dictated to the teacher after trips and the blockbuilding which follows them, are an important part of the work in language arts. Floor schemes for changes in the various work areas, required in order to preserve large block structures for a while, can be used as an introduction to mapmaking. Science concepts often arise in the block area, especially those related to physics or mechanics: the use of wheels, ramps, pulleys, signals, etc. And always, since blocks themselves are a medium of art expression to the child, they also stimulate art work in other media. Handling and manipulating the blocks help to reinforce mathematical concepts, as indicated in the following log.

Log (1st grade class):

> The children's conversations as they play with blocks indicate that they are learning many mathematical concepts. Miss H and I overheard the following remarks this week:
>
> I need two more blocks.
> I can carry four big ones at a time.
> This house has three windows and one door.
> Let's put these blocks away; we don't need so many.
> My train is longer than yours.
> The big block is the teacher; the small blocks are children.
> This round block is for the teacher's desk.
> My store is bigger because it's a supermarket.
> Here. Use this curved one for the bridge.

Work-play activities, of which blockbuilding has here been taken as an example, are tools for personality and social growth. The frequent trips on which the child is taken, the discussions in which he participates, the stories he hears, the great multiplicity of impressions that beat in upon him at home, in the school and in the community, take on meaning as he makes them his own through blockbuilding and the accompanying dramatic play. He builds structures around which he "plays out" his role and those of his family and the workers in the community. Such activities help him to clarify his growing knowledge of himself and his environment, which is the content of the social studies for the first two grades.

Housekeeping Activities

With the younger children, housekeeping activities are an important part of the work-play period and become the center of almost all their dramatic play. Later, the pursuits of neighborhood workers or the events in favorite stories may also be dramatized. But, for quite a while, in both classroom and group room, the family relationships will be acted out: "tea" will be served, clothes washed, the "mother" will dress to go out, "children" will be scolded, fed and set to work. Sometimes the entire family will walk off and take a trip on a train made by the blockbuilders, or real food will be really cooked (under the supervision of the teacher) and served on the freshly washed toy dishes.

Log (2nd grade class):

> The children were elated when they saw the nucleus of the housekeeping area in the classroom: a new doll and some sturdy

> but rather worn wooden child-scaled kitchen equipment. A simulated refrigerator, stove and sink unit had been delivered. We discussed what we might do to make these more attractive. "Use Blue Sheer," triumphantly shouted José. The whole group burst into song: a jingle about a detergent which they had learned from television advertisements. Then three children elected to scrub the paint; Maria crooned to the doll; and Michael, wearing his "father hat," went off to his job (in the woodworking area). Maria complained, "He didn't say me goodbye!" We were off to a fine start. . . .

Learnings in many subject areas, and especially in the language arts, can result from work in the housekeeping area. Experience charts can be made, perhaps illustrated by the children, about members of the family and their household tasks. The teacher will make sure that meaningful content and appropriate reading vocabulary are developed through use of the charts. Many clues to attitudes and personalities can be gained from the children's behavior in the housekeeping area as suggested by the following excerpt from a teacher's log:

> *Log (3rd grade class):*
>
> In the group room today, Alfie and Ralph played in the housekeeping area with the dolls, telephones, etc. No one disturbed them. Each cradled a doll in his arms throughout the performance of the puppet play which concluded the session. As we were leaving, Ralph, a quarrelsome and tough-acting lad, put a toy nursing bottle next to the doll with which he had played and said softly to it, "Goodbye, I'll see you next week."

The following science experiment resulted from the introduction into the housekeeping area of dough made of flour, water and much salt.

> *Log (3rd grade class):*
>
> Timmy added water to some dough, shaped it into a disk and put it on the hot radiator. After a while, he ran to me and said, "Look! This is a real cake. I put it on the radiator and it got bigger. It's hot. Feel it!" To find out what had really happened we performed a simple experiment. One child put three tablespoonfuls of flour in a small tin; another child did the same but added two teaspoonfuls of baking powder. Water was added to each mixture and it was stirred well. Both tins were put on the radiator. We put a spot of orange paint powder on the one with the baking powder. The children commented on what would happen. One said the dough would cook. One said the one with the orange powder would

turn all orange. We continued with our other activities and occasionally someone would go over to the radiator to see what was happening. Soon Arthur cried excitedly, "Look! The one with the baking powder! The dough is right up to the top! It's going out of the pan!" Everyone noticed that the first mixture hadn't changed. We learned that baking powder made the dough rise. The pancakes and cookies we made last week must have had baking powder in the flour.

ART EXPERIENCES

Art work can go on quietly and almost uninterruptedly not only during the work-play period but throughout the school day. The Board of Education publication, *Art in the Elementary Schools,*[*] gives excellent advice about setting up areas for various art experiences, and about materials and techniques. The following are some procedures found successful by ADNS group teachers who work with grades 1-3.

PAINTING

There are some preparations with which the group teacher may be asked to help, such as placing large sheets of newsprint and small containers of show-card colors where the children can get them without assistance from the teacher. Each container should be about one third full of color about the thickness of light cream; diluted enough so that brush strokes won't show, but not so diluted as to appear transparent on the paper. The novice painter should be supplied with only one or two colors. As he becomes more adept in the use of his materials additional colors can be made available. Bristle brushes, ¾" or 1" should be used. At the day's end the "housekeeper" washes all brushes and stores them in a #10 can or other container, bristle end up.

Log (3rd grade class):

We reviewed painting procedures and made a chart about them. Most of the children had no trouble reading it. Here it is:
Put an X next to your name on the list.
Write your name and the date on the back of the paper.
Put paper on the easel, with the clothespins.
Put on an apron.
Take ONE jar of color WITH ITS BRUSH.
Put your painting in the drying place when you have finished.
Clean up; hang up your apron and call the next child.

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[*] BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Art in the Elementary Schools.* (Curriculum Bulletin No. 8, 1963-64 Series.)

Using Water as Preliminary to Painting

Painting with water instead of colors is advisable as a preliminary step for younger children. Even in the upper grades, there is sometimes a timid child in the class, or one who has not had painting experience and is afraid of getting dirty, who will gain confidence through painting with water on the chalkboard for several sessions.

> *Log (1st grade class):*
>
> Mrs. Y and I have noticed that there are several children who have not volunteered to paint yet. Today I took these children to the group room. Before long they were at work, each child wearing a man's discarded shirt, buttoned at the back. On a chair between each pair of children was placed a large can of water from which they spattered and streaked the chalkboard with a 1" brush, showing no sign of the reluctance we had noticed in respect to paint. Some experimented with stippling and other textural effects which were promptly adopted by their neighbors. Amy found that if she removed some of the water from her brush by pressing it against the side of the can the water wouldn't run down the chalkboard. We talked about this and the others tried it.

Stimulating and Developing New Interests

When the teacher follows a developmental program in art with his group, lack of interest generally indicates that he has either proceeded too fast or, on the contrary, that the group or child is ready for the next step. The combining of colors, adding of black or white, and emphasis on more accurate representation are all important stages of growth.

Many ADNS group teachers have attributed a child's sudden reluctance to paint to the fact that his treasured work was not well received at home. To forestall such a situation the collaborating teachers plan a discussion with class parents on the subject of standards for children's work before sending any paintings home.

Children may save work in a portfolio for several months, and then teacher and pupil may examine it to note how the child has progressed.

Reporting on Work Done

Children show and discuss their paintings. The group teacher and classroom teacher help pupils discuss and evaluate the work in its own terms—colors, shapes, arrangement and texture. It is during this period that discoveries such as placing sky behind figures and figures in a foreground will be shared among classmates. At this time also, the children may learn to make value judgments, and the teacher may give specific criticism indirectly. Such discussion helps children accept individual differences.

Log (1st grade class):

> When discussing today's paintings, the children made many interesting observations. "All those little lines like rain are nice. And so is the big place over there." "I wanted to make it scary so I painted a lot of black and purple." "Anita told me to say there was this green, and it ran all over. So she made it into a garden." At child-level, they were pointing out texture, center of interest, mood, the utilization of accident.

Sometimes, however, children do not want to discuss their paintings, and their feelings should be respected.

Log (1st grade class):

> I don't know why I urged Mike to translate his painting into words for me. But I got properly rebuffed with a calm, "It's just a picture." Served me right. He was perfectly willing to show it to the class, however—silently. *They* talked about it.

FINGERPAINTING

Fingerpainting experiences are valuable for younger children because the wet, slippery qualities of the material appeals to their need for tactile experimentation, and attractive results can be obtained with little mastery over techniques. In addition, the ADNS teachers have found that tense children derive a great sense of satisfaction and relaxation from fingerpainting. If commercial paper and paints for fingerpainting are not on hand, highly-glazed shelf paper and tempera paint with starch added are good substitutes. A basin, sponge, and water are needed, as well as spoons for transferring color to the paper. The children are taught how to obtain, use, and store the materials, and to clean up the work area and thmselves, before fingerpainting becomes one of the work-play activities.

CLAY MODELING

Another activity in which the ADNS group teacher can be of much help is that of modeling in clay. Moist clay (plastic or ceramic) is the kind recommended for the primary grades. Oil-based, non-drying clays, such as plasticine, require stronger fingers and slower, more meticulous manipulation than can be expected of young children. Moist clay can be modeled easily, dried, exhibited and then tossed into a crock or a wet-box to be reconditioned and used again. Perhaps the teacher may learn of a kiln where a few lovely examples of the children's work can be fired. The following log offers suggestions for routines in the preparation of clay.

Log (3rd grade class):

> During the class work-play period, four children worked with me in the area reserved for clay work. The group leader spread

newspaper on the tables; the children put on aprons or shirts, took clay boards of masonite or linoleum, and then each hauled out a big gob of clay from the crock and sat down to shape it. We slapped, pounded and stroked the clay into balls about the size of a grapefruit, popped each ball into one of the plastic bags we had collected, stored it in the other crock, and started on another ball. It was such an obvious delight to the children that I didn't hurry them. While cleaning up, we thought out our report to the class: "Clay feels cold and slippery. Clay feels nice, like mud. It smells like a cellar. It smells like potatoes. It smells like rain."

Discovering Appropriate Techniques

As with any new material, children need time to experiment. They may spend several sessions pounding, poking, scratching, rolling and otherwise manipulating the clay. After one or two experimental lessons, hildren should be made aware that clay is more than a two-dimensional material. They can see front and back, top and bottom of their work. When one youngster makes a form which rears itself up from the board, the teacher can establish that this would be difficult to do with any other material and that "sculpture" is now being made. Ways to press the clay up and out and then to add clay pieces can be tried out. The use of this *extrusion method* has the advantage of discouraging the children's tendency to concentrate solely on flat "cookie" or "gingerbread boy" figures, which, it can be explained, would be more appropriate to cardboard or wood. The basic method, which most teachers find needs frequent reemphasis, is to:

Slam the clay firmly onto the board to get rid of air bubbles so that it won't crack when fired.

Squeeze the forms up and out of the mass; add pieces of clay.

Turn the clay board frequently so that the form is being developed to the same degree on all sides at once.

ADNS teachers often help children discuss these directions and make an experience chart based on them, thus reinforcing both reading and modeling skills.

ORIGINAL HANDICRAFT WORK

In our highly industrialized society the manufacture of clothing, furniture, toys and household effects, and the growing of foodstuffs is done largely on a mass production basis, and is beyond the ken of most of our children. Yet the need for making artifacts by hand seems to be deeply ingrained in most people, and home arts and handicrafts have not died out. However, if the learnings and satisfactions inherent in such activities are not to be lost to disadvantaged children, the school must provide for original work with such materials as yarn, cloth, paper and wood.

> Development of learning through experimentation and creativity leads to understanding of the world's work. The children grow in appreciation of the value of handwork as well as of large scale industrial production.*

Creative use of whatever materials are at hand is encouraged by the wise teacher, and he makes sure that materials of many sorts are indeed at hand. Materials, procedures, classroom management and suggested experiences for the various age groups will be found in the bulletin, *Art in the Elementary Schools,*** and scope and sequence are outlined in pages 35-37 of *Early Childhood Education.**** In this bulletin we are concerned with methods All-Day Neighborhood School teachers have found most successful for implementing these areas of the curriculum with children in special service schools.

Log (1st grade class):

> This is the story of a carton's many lives. It had been the container of a new chair for the principal's office. I salvaged it and put it in the housekeeping area of the group room. When my group from Class 1-4 came in, immature little Jack immediately climbed into the carton and rocked, teetered and jounced for some time. "Where are you, Jack?" I asked casually, just passing by. "In my boat," he answered as casually. "Some storm he's in!" Grace contributed. A few minutes later Eugene came to me, the carton dragging behind him. He needed some cardboard to make wings for his airplane. I gave him two sheets of oaktag and, at his further request, some paper fasteners. For the rest of that period it was Eugene who jounced in the carton and our ears were filled with realistic sounds of planes taking off and landing.
>
> My next group was the much more mature 1-1. Four of them cut the carton, attached a moveable hood made from the former airplane wings and placed the contraption on the toy wagon. With all the dolls in it, it made a fine baby carriage.

Many benefits of special value to children in disadvantaged groups are to be derived from work with these materials. The first and most obvious is the satisfaction of making an object, perhaps a wooden boat, which becomes his own, and perhaps his only toy. The pattern or plan needed for the design

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*New York State Education Department, Bureau of Elementary Curriculum Development, 1958. *Let's Make It,* p. 15.

**BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Art in the Elementary Schools.* (Curriculum Bulletin No. 8, 1963-64 Series.)

***——*Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series.)

of such an object provides an opportunity for the teacher to reinforce learnings from other curriculum areas. The basic need, which all children have, for success and acceptance can often be met by helping a child to work competently with these materials.

> *Log (2nd grade class):*
>
> Ruth has shown a new side of her personality of late. Taller and sturdier than the other children, she had often been unkind and menacing towards them. I felt that this was in reaction to her feelings of awkwardness and her inadequacy in school work. But this week she has been quite gentle. She has proved to be a good seamstress (her mother's occupation) and has earned the leadership in our sewing group. These children are busily making sheets, blankets, doll aprons, a felt rug, curtains and other furbelows for the housekeeping corner of our first-grade friends across the hall. Ruth threads a needle for a boy here, unties a knot for a child there, creases a hem for easier sewing, helps in cutting material—all amiably, quietly, efficiently! The children are accepting her, what's more, as though she had never pushed them around.

Building Language Facility Through Handicrafts

Still another way in which the work with materials such as wood, cloth, yarn or cardboard is helpful to the child in an All-Day Neighborhood School, is in the building of language facility. When he tells or reads about something he himself has made or is making, the child has reason to report about it with dignity and enthusiasm. Should an experience chart be written in which his name appears along with contributions by him about his work, this he can and will read, with pride and success. The skillful teacher will fully utilize the language possibilities to be found in the sewing and construction program. As the child talks and contributes to experience charts based on meaningful activities, the teacher can help him develop better sentence structure, expand his vocabulary, gain confidence in addressing others.

> Simple sewing materials to make puppets and doll clothes and wool and crewel needles to use with various materials such as dixie mesh and burlap, help develop muscular control, teach the value of colors and give an opportunity for choice and planning. A work bench equipped with simple tools, nails and wood of various sizes should be available. Paper, cardboard and wood construction help children to select, reject, combine colors, distinguish shapes, learn about designs and textures and grow in sensitivity and personal judgment.*

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series), pp. 16-17.

LANGUAGE ARTS

Dramatic Activities

Dramatic activities can be based on any sequence of events, interesting or troubling, which a child experiences either directly or vicariously through empathy with another person or with a fictional or historical character. With younger children, dramatics will be informal and quite brief. It may consist of no more than gesture or pantomime: "Miss Muffett felt like THIS!" It may be an acting out of a grievance, as when a child in the housekeeping corner treats a doll as unkindly as she feels she has been treated. It can be developed into a more elaborate performance, as when dance, song, speech and paper-bag masks are used to dramatize the serial story of *The Old Woman and the Pig*. An assembly program which results from such a child-centered dramatic sequence will be a valuable and enjoyable experience. But an over-ambitious project can be a bore and a waste of time. It is the doing and not the product which has value educationally.

> Dramatic expression is perhaps the most inclusive of these forms of creative expression, frequently fusing dancing, music and the graphic arts into an integrated whole. . . . These activities contribute significantly to the personal-social growth of children and to their appreciation of literature. They gain in sympathy and understanding of other people. They develop insight into basic human traits of love, hate, fear, loyalty, courage.*

Dramatic play can also be used as an informal evaluation technique.

Story Telling

One of the valuable sources for creative activities in ADNS classes and groups is the large number of stories read to the children. Working parents cannot always assume the responsibility of introducing literary treasures to their young ones, and yet an acquaintance with these is vital in developing a desire for reading and for increasing cultural background. ADNS children enjoy stories read to them by their group or classroom teachers or by the children's librarian in the local library. Once they have obtained library cards children often join their teachers in taking books to the classroom or club room to be read aloud. Logs kept by ADNS teachers contain many examples of story-telling periods and the resultant discussions, painting, booklets and dramatizations.

Log (3rd grade class):

Last week John made a wonderful painting of an astronaut,

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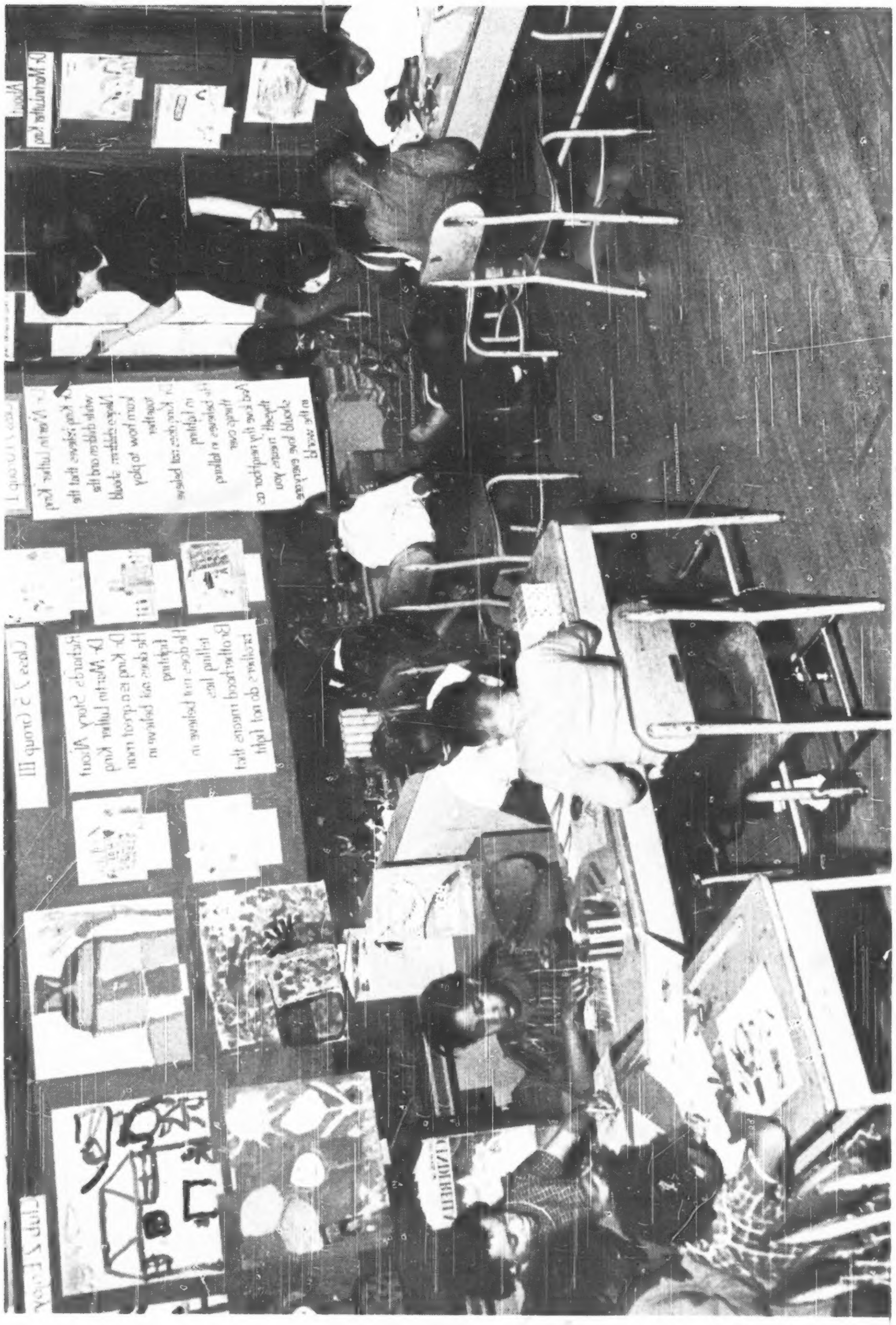
*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Oral and Written Communication, Grades 1-6.* (Curriculum Bulletin No. 9, 1958-59 Series), p. 34.



Learning to work at independent activities.

which stimulated discussions about space and gravity. Today I read the story, *Space Cat,* to the class. The children enjoyed it and we have had many drawings of rockets, space-suited heroes and launching pads. These are being put into booklets with a brief text about each, and we have a growing chart of the words needed. Excellent reading goes on in this group.

Log (1st grade class): —

After Group 1 listened to me read a simplified version of *Peter Pan and Wendy,* life became unbearable for the "mother" in the housekeeping corner. She was interrupted at her housekeeping by disruptive Lost Boys who called her Wendy, and by horrid Pirates and Indians. Chubby little George was one of the latter, with his handkerchief tied around his head and a paintbrush stuck in it. I called the group together. We shall put on the play. We put our outline of the play on the chalkboard. Everyone will take a turn at being Wendy or Captain Hook.

Puppets

Puppets, a valuable adjunct to dramatic play, stimulate the child's imagination wonderfully. He ignores the crudity of the puppet's structure and the hand supporting it. He has faith in it, he answers when it speaks to him and he follows its adventures. More, when he is the one who bobs the puppet about, he wholeheartedly becomes the character it portrays. The shyest child will speak in authoratitative or frightening voice when he is hidden behind his puppet. The curriculum bulletin, *Puppetry in the Curriculum,** is of great assistance to the teacher. With the younger children, puppets of simple construction serve their purpose better than anything elaborate.

Log (2nd grade class):

Jimmy brought in a red rubber ball that had lost its bounce. He asked me to "fix it." I confessed my inability to do this but said, "May I make a hole in it? Then I can show you what we *can* do." Permission granted, I cut a hole large enough for a finger to be poked inside. Then I told Jimmy he could draw a face on the ball, and held my finger inside it while he used my felt-pen to draw the eyes, nose and mouth of a very angry-looking face. "Thank you," said the puppet to Jimmy as I bent my finger when he was through drawing. Gravely, Jimmy took his new friend and introduced "Mr. Redball" to the children in each group.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Puppetry in the Curriculum.* (Curriculum Bulletin No. 1, 1947-48 Series; reprint 1954.)

Mr. Redball is a very strict disciplinarian. Even I use him when there is need to scold, and so do the various group leaders. How did we ever get along without him?

Log (1st grade class):

A large carton in which a piece of furniture had come was made into a fine puppet stage by cutting an opening in one side and propping it up on a table tipped over sideways to serve as a screen for the puppeteers. It has been in constant use and our stick puppets have been reactivated. More important, puppetry has brought Anna to life! This timid little mite never spoke to anyone other than privately and in a whisper. She still won't, but hidden behind that puppet stage she has found a voice. She has amazing ability. She knows all the parts. She prompts fellow actors who can't make up their lines fast enough, and her suggestions are clever. She even came willingly with us to present *The Three Pigs* before the entire class.

Reading

Reading is, of course, a major part of any comprehensive language program. It can be given added impetus from the wealth of appropriate experiences to which the children are guided by the collaborating teachers. There are any number of activities during the normal school day which require and encourage reading. Among these are:

finding the names and numbers of special rooms in the school
comparing prices at several stores
understanding street signs and numbers
writing a greeting card, shoping list or letter
drawing up class rules
understanding captions on pictures, slides, cartoons, displays
consulting the class bulletin board
using the class or school library or the public library
following directions for making or doing something
browsing through newspapers or magazines
playing reading games or puzzles
enjoying stories or poems written by classmates for their booklets
making an index file for materials, pictures or books
viewing a film or using maps, charts and globes.

With opportunity, as is provided by the All-Day Neighborhood School Program, the child will read for fun and for research, for appreciation and for information. How wonderful to be able to read! And how willingly the child welcomes help in his reading once his reading is purposeful.

Log (3rd grade class):

> The children went ahead into the group room when I stopped in the hall to speak with Mrs. L, who was feeling ill. Suddenly, from the room we heard a soft patter of hands beating rhythmically on the tables and then a chanting of "We wanna READ! We wanna READ!" Such gaiety and ambition is heart-warming.

Formal and systematic instruction in reading is necessary, and group and classroom teacher collaborate in this also. Much work is done with "basal readers," but emphasis is placed on a developmental reading program using experiential reading charts and booklets. Experiences enjoyed by the class as a whole, or by smaller groups, may be written up by the teacher from their dictation. These charts, and also booklets incorporating stories and poems written by the children, provide meaningful reading material for the entire class.

In such a developmental reading program the child, with guidance from the teachers, selects from a variety of books within his approximate level of reading ability. One of the teachers will meet with him regularly, either in classroom or group room, to check on his factual recall of the story, mastery of new vocabulary, fluency in oral reading, skill at inference and ability to interpret content.

ADNS teachers have found that this method affords a valuable opportunity to employ the leadership potential of children. As assistant checkers of books that they have mastered the children grow in social responsibility, achieve status among their classmates, and learn to tolerate individual differences. Careful teachers' records are needed to note class and individual interests, to help build vocabulary, and to uncover those readers who need encouragement. Competition is eliminated and children progress at their own levels. Pre-reading and constant change of material by the classroom and group teachers add to the success of the program.

Word Games and Puzzles

Pre-reading and reading work are aided by the use of word games and puzzles. These can be commercially manufactured games such as *Picture Lotto* and simple plywood jig-saw puzzles. They may also be word games for which no equipment is needed, such as the old stand-by, *Ghost.* In this game the children take turns adding one more letter to make a word. The first one whose added letter makes a complete word is a "ghost." This is an excellent self-checking activity. Such games have much educational value if the children are taught how to play them properly. With younger children quiet games and puzzles are a valuable part of the work-play period. Two youngsters playing dominoes are getting painless drill on number groups, and sometimes not-so-painless learnings about fair play and cooperation. Children playing *Animal Lotto* may relive a trip to the zoo as they match pictures. While playing *Bingo* children will learn not only such things as obeying the rules and following directions, but reading the numbers and letters of the alphabet, new words such as horizontal, vertical, diagonal and center.

Teacher-prepared reading games, including word and phrase matching, simple crossword puzzles, sentence completion or worksheets, are all well known. When properly planned and supervised these activities are valuable as self-checking devices and aid in the development of reading skills.

Log (3rd grade class):

> We devised a game: *Keep Talking.* Each child tells part of a story recently read, until signalled to stop. The next child continues from that point. Besides helping the children recall a story, the game gives them practice in recognizing a sequence of events. Often a child will say, "No, wait; that happens later on."

Log (2nd grade class):

> These quite mature children are good at *Grab Bag,* a game in which each draws a card inscribed with a phrase indicating some kind of action to be performed: "with a quick laugh," "under the table," "drinking the water," etc. We use the *Grab Bag* cards for written work as well. In this case, the phrase is used at the opening of a two-sentence story.

Vocabulary Building

The building of a larger active vocabulary is a continuing process all through the school day. The sensitive teacher is quick to take advantage of incidental teaching situations.

Is the teacher diluting color for the painting corner? How shall we describe its proper consistency? How thick or thin should it be? During such a discussion the following list was dictated by the children in a 2nd grade class:

like pancake syrup
like ketchup
like molasses
medium
like canned milk
not too thick, not too thin.

Written temporarily on the chalkboard, the phrases were later incorporated in their booklet, *We Like to Paint.*

Children's comments on the paintings shown at the end of a work-play period are also apt, poetic, even poignant.

> The lines make me think of colored ribbons at a party.
> The clown's face is sad. Maybe he has no work.
> The paint is dripping and that's all that makes him look sad.

In addition children develop vocabulary and clarify concepts as they discuss their work with crayons, clay or construction materials, and as they engage in dramatic play and blockbuilding.

Log (2nd grade class):

> Today blockbuilding stimulated much vocalization. Six children worked together on a railroad station. Each built a train; someone was chosen to direct the trains so there would be no collision; some trains entered, some left the yard, some had to detour. Sound effects, orders, much excitement! Other children were attracted and came to stand on the "station platform" and add their comments.

Inadequate command of spoken English is one of the most basic causes of reading difficulties. It has been observed over and over again by those teaching in the ADNS Program, that there is enormous improvement when meaningful experiences are used for the building of both speaking and reading vocabularies. Experience charts, booklets, picture dictionaries and other reading materials developed as a result of such experiences make reading a useful, personal tool for each child and help his ability and interest flourish.

Consider the possibilities for vocabulary building inherent in sewing, cooking activities and music. When we sew we plan, fold, cut, use needles, scissors, etc. And what do we make? What are the textures, colors, sizes, uses? What directions are followed, esthetic choices made, pleasure gained or given? In cooking, children learn the names of utensils, make various cubic measurements, follow sanitary and safety rules. They will describe the sound of water running into a kettle or the appearance of steam escaping from it. The milk will gurgle, the egg plop into the mixture, the egg-beater whirr, the hot margarine sizzle. The names of objects used can become a fine vocabulary list, easily cued with illustrations. The taste of the ingredients and of the resulting treat will bring forth further unexpected and vivid words. Listening to music will also lead to verbal interpretation on occasion, and songs have words which must not only be enunciated clearly but understood.

Poetry and Other Original Writing

Experiences such as those just described lead naturally into original composition, both oral and written. ADNS teachers work on the premise that only the intensely *felt* experience results in truly creative language: first the child must DO; then he can express. Colorful, unhackneyed phrases constantly reward the teacher who makes a pathway for them.

The teacher of young children listens patiently to their remarks, is sympathetic, and shows deep appreciation of worthwhile offerings. Occasionally, as natural situations arise, she writes down unusual comments.*

A first year class, after watching a power shovel at a nearby excavation, dramatized its movements, and also described them in this rhyme:

Open, close, come on down.
Open, close, come back up.
Down, down, pick up dirt.
Up, up, into the truck.
Open, close, open, close,
That's the way the big shovel goes.

Log (3rd grade class):

The children wrote some delightful fairy tales. Here is an excerpt from one of them: "I'm going to turn you into an elm lady!" "Ha!" said the lady. But the fairy waved her wand. All of a sudden the lady was not there. Instead there was an elm tree. When the family found out, they were glad—all except Norton. He loved his mother in spite of her cruelty. He fed the tree eight times a day. On the eighth day the mother returned and was a good mother the rest of her life.

Language activities for children in the All-Day Neighborhood Schools begin with their interpretations of experiences in pantomime, dramatics and puppetry. They are nourished by further planned experiences which the teacher uses to develop (among other learnings) speaking and reading vocabularies. The children are then guided to use these newly acquired tools to express themselves in original writings and dramatizations which lead to further learnings and appreciations. The collaborating teachers encourage these experience-learning activities to spiral ever higher and wider.

MUSIC

Music is an essential part of the All Day Neighborhood School Program. The value of music for appreciation, cultural growth, personality development and individual satisfaction has long been recognized. Because of its natural appeal it is used as a springboard—an additional approach to stimulate language arts, mathematics, social studies, science and other areas of the school curriculum. Singing, listening, use of percussion instruments and moving to music are some of the specifics in which the

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Developing Children's Power of Expression through Creative Writing.* (Curriculum Bulletin No. 2, 1952-53 Series), p. 17.

children are actively involved. These experiences become an intrinsic part of group and club work and a motivating source for the development of language, speech, reading, creative writing, painting, clay work, dancing, pantomime and dramatization.

Using Percussion Instruments

It has been found advantageous to start rhythm experiences with the children by ***using a drum.*** First the teacher, then the children tap out their names on the drum, giving one beat to each syllable. As they tap, they say their names to the beat: Charles; *Ed* na; Sal va *tor* e. The same patterns are expressed by the children clapping their hands or moving their feet to the rhythm of the name. They count the beats. They estimate the lengths so that "Charles" becomes one long; "Edna," long, short; and so they are made aware of the long, short beats in their name patterns and reproduce them on the instruments. The children take turns making the drum "talk" in other ways. They tap long and short beats in varying combinations to create new patterns. They beat loud and soft, fast and slow, and develop real concepts of number, tempo, and contrast in sound.

Vocabulary is developed as children describe their reactions. Finally, rhythmic patterns are written out by the children and translated from long and short sounds to long and short lines. These are extended through repetition and a stop sign and become whole musical phrases. Other instruments are gradually introduced to play different parts of the rhythmic pattern. The children play the different parts by reading the pattern —— -- —— -- —— -- /. They get a basic understanding of simple orchestration. The final step is translating the symbols to real notes. The various rhythmic patterns are repeated many times and the children absorb them and begin to move their bodies.

Log (3rd grade class):

> The children have had many experiences in feeling the rhythms with their hands and feet. Today the drum said, "Close your eyes." The children sat on the floor with their eyes closed. We used rhythmic patterns of their names but this time the children moved their bodies from the waist up in response to the rhythm. From this sitting position on the floor a few children, one after another, began to move into a standing position and then, opening their eyes, moved their whole bodies to the rhythms. Other children followed. After a while all the children were moving around responding with their arms or feet or bodies.

Log (2nd grade class):

> When the cymbals were presented, each child had his chance at handling them and experimenting with the ways in which they

Music is a form of communication.

could be played. The children hit the cymbals in different ways, creating different sounds. They also found that if the cymbals were struck and then held against their bodies, they could stop the sound. This led into some elementary science on vibration. The children "discovered" that air makes a sound when they clap their hands. They felt the vibration of the cymbals as they let some sounds come out clear and others muffled.

Log (1st grade class):

Here was an opportunity to try translating from one sensory appeal to another. I brought a tiny East Indian bell and the big assembly bell to the classroom for a listening experience. Among other comparisons and descriptions, the children described the sounds in terms of color. "The little bell has a sound like a pink color." "The big bell is black, black." "The little bell sounds blue like the sky."

Self-expression is stimulated in many ways. Sometimes it is only a matter of imitating sounds—a siren, a drum, a whistle on a boat, escaping steam. At other times the children tell what the instrument says: "ting-ting-ting" or "tr-tr-tr" in imitation of the sound. Very often the children react to the recordings they hear through painting, clay work or finger-painting. They create rhythmic dance figures as they move their bodies to songs, recordings or drum beats. They listen and then respond through body interpretation, and finally are encouraged to express moods and ideas through creative language:

The Drum
The sound made me jump up and down.
The drum made me move my head from side to side.
The noise is like thunder.
The drum made me walk like a bear.

Bells
When I hear bells I feel like walking on tiptoe.
I was riding with Santa Claus.
When I hear bells I feel like turning 'round and 'round.

Rhythm Sticks
I like to tap the rhythm sticks quickly. They sound like a motor running.

Tambourine
We have a little tambourine.
We tap it and we shake it.
I like it best when we shake it.
Then I dance all around and around.

Recordings

Log (2nd grade class):

I brought two recordings to school today, frankly sceptical as to their reception by first graders. But *Danse Macabre* and *The Sorcerer's Apprentice* got a warm reception even though I did not discuss their story content until after two hearings of each, one yesterday and one today. Which shall we use for our Halloween performance? Tomorrow we shall decide. But I think Manuel tipped the scales in favor of *Sorcerer* when he grabbed the broom from the housekeeping area and danced a fabulous interpretation of the Apprentice role. (When he accidentally dropped the broom during his gyrations, he danced around it shaking his fist and angrily beckoning.)

Log (3rd year club):

Some of the children's responses after listening to the first movement of *Beethoven's 5th Symphony:*

I saw lots of ghosts.

It was like a leader was right here and was conducting an orchestra.

A parade was coming down the street.

I'm all tired out and don't want to do anything.

Responses after listening to MacDowell's *To a Water Lily:*

I was "in a valentine."

I was sick in the hospital and someone sent me flowers.

Log (2nd grade class):

When Miss L. and I introduced the recording, we played the record first and then talked about what the record "told" each of us. It did not, necessarily, say the same thing to every child. Some children told what the music seemed to say to them, while others expressed it in dance. Sometimes one child would do rhythmic body movements, then others interpreted these with their instruments. At other times, we played records for some children who were painting. Some of the results showed circular movements of the paint brush to waltz rhythm, staccato blobs of paint to represent the castanet rhythm and a confusion of strokes to show accented beats in various other tempi. Both the painting and the dancing showed sensitivity to the mood of the selection played.

Original Composition

The teachers make sure that children have many, many listening experiences with worthwhile recordings of both vocal and instrumental music, that they sing together and play instruments often, unaccompanied or with music provided by records or their classmates' voices. They are alerted to sounds in the environment which can lead to rhythmic chants. These may spill over into melodies created by the children. And then one day a child, stimulated by a story character or occupied at sewing or sawing, spontaneously comes up with a song. When the teacher puts the song on paper original composing begins.

> Special talents in music should be discovered and developed, but every child is given an opportunity to experience the joy and release of spirit that music can bring.*

Orchestras and Bands

The ADNS encourages the formation of orchestras or bands in the individual schools. By special arrangement with the Music Department, teachers licensed in music are assigned to work in the program, with the approval of the principal of the particular school. These music teachers have an ADNS group schedule from 11 A.M. to 3 P.M., working exclusively in music, giving intensive instruction on the different instruments to selected children of the fourth, fifth and sixth grade classes. From 3 P.M. to 5 P.M. they conduct a regular upper grade club program which includes a variety of activities. Since many children in these clubs are also members of the orchestra, numerous opportunities are provided for the children to work independently on their instruments. At times, they practice alone. At others, they play in small combinations to perfect their techniques and to work on improvization. Often, stimulated by their interest in music, the children make their own instruments—odd-shaped lutes, various sized drums, tambourines—using simple materials introduced by the teacher.

Belonging to an orchestra has proven most effective in rehabilitating children with emotional and academic difficulties. Changes which have frequently been noticed are in improvement of self image, in academic achievement and in interpersonal relations, and a development of respect for school and teachers.

COOKING AND EATING TOGETHER

Many All-Day Neighborhood School group teachers have found that a "cooking and eating food together" experience can be a fertile learning situation for the children. They also feel that the emotional significance of eating together, which is recognized by psychologists, is intensified for the children in the areas in which ADNS are located. (See also page 103.)

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Curriculum Development in the Elementary Schools.* (Curriculum Bulletin No. 1, 1955-56 Series), p. 14.

Preparing food in the group room.

Curriculum planners provide, in the social studies content, for the needs of our city children to learn the sources of the many processed foods found on grocery shelves. But children in disadvantaged areas lack more than the information about where food comes from and how it is processed. Some of them have never sat at a table set for their whole family. Inappropriate foods, unbalanced meals, inadequate sustenance may be "normal" for them. Teachers have discovered, in working with these children, that squeezing juice from oranges can be an adventure; cooking oatmeal (with raisins in it) an event about which one writes a story; preparing cocoa—simple but most rewarding.

> *Log (2nd grade class):*
>
> Group 3 was in the group room today. I brought out eight eggs I'd promised to provide. There was a great to-do about washing hands before cooking or eating. Three boys set the tables—napkin, paper plate with two crackers, spoon at each setting. The other children took turns beating the eggs with the eggbeater. Table-setters now became chefs and put butter in the pan and stirred the eggs as they cooked. Then we all sat and waited to eat until all had been served. We also stayed at the table until all had finished. We had a happy experience and added these new words to our vocabulary list: *salt, sizzle, frying pan, butter, hot plate, scrambled.*

All-Day Neighborhood School teachers have found it valuable to give children many opportunities to be guests and to receive guests, to shop for, prepare and serve healthful foods that are inexpensive and easy to handle. In addition, the staff feels that children profit from the gracious sharing of food with each other and with children from other areas of the city. The teachers are always alert for situations, which arise naturally in cooking and eating experiences, upon which they can base further study in the fields of health, social studies, language, mathematics and science without, however, making the child feel ashamed of his home life or customs.

COOKING AND THE CURRICULUM

> *Log (1st grade class):*
>
> We made porridge in connection with our dramatization of *The Three Bears.* We also prepared packaged puddings. We whipped cream, made butter, popped corn, made icing for cake and prepared fruit salad. Each of these involved planning, oral and written language, health learnings and cooperative behaviour, not to mention much eating.

We know the children's aim is to cook something they like. But the teacher is interested in the many learnings that come with cooking experiences. Social studies, language arts, mathematics, science—all are concomitant. Reading becomes very purposeful as children follow a recipe and get successful results. Some of the social values derived are group planning, working together, sharing responsibility, cleaning up. Besides, unfamiliar foods are sampled more readily (and sometimes even enjoyed) when eaten in a social atmosphere.

> . . . teachers found cooking experiences helpful in presenting concepts of measurement in a functional way. In addition, teachers pointed out that while classes made chocolate pudding, cocoa, cranberry sauce, and so forth, they were also observing the dramatic changes in food as it is cooked, how cooking changes the taste of food, and how a liquid helps to cook food.*

Since there is no special cooking room or equipment in any of the All-Day Neighborhood Schools, the children prepare foods in the classroom, using a hot plate with insulation under it. In some of the schools a top-of-the-stove oven has been purchased and is being used effectively for baking. A few pots, pans and other utensils as well as spoons, forks and bowls are kept in a closet. Paper dishes and cups can be stored there also. In some schools the teachers' lunchroom is used.

Among these younger children there is always great interest in make-believe cooking as they engage in their house play. This interest is easily transferred to real cooking experiences. Some of these are simple—making cheese and having a crackers and cheese party, or making butter and serving and eating bread and butter with their milk at snack time.

Log (1st grade class):

> There was always a great to-do in the doll corner. One of the most engrossing activities there was the making of invisible pancakes. We decided to make real pancakes. We made a list of items to be purchased: 1 box of pancake mix, 1 bottle of pancake syrup, one quarter pound of butter. The children chose a committee of children to go out with me to do the shopping. We were reminded to be sure to compare prices along the way. We didn't have to buy milk because we decided to use some of our morning milk.
>
> While I took one group shopping, the classroom teacher and the rest of the children set the tables. Each child folded his napkin once in half and then in half again. They counted the extra napkins for the "shoppers" and prepared those. The forks were

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Skillful Teaching Practices in the Elementary Schools.* (Curriculum Bulletin No. 12, 1961-62 Series), p. 24.

> counted out and placed on the napkins. On one table in the center of the room were placed a mixing spoon, the rotary beater, the measuring cup, the water and the butter. The tables were arranged so that every child could see what was taking place.
>
> After I returned with the "shopping group," the classroom teacher read aloud the directions on the box of pancake mix. Each child had a chance to mix or measure. The milk and water were measured by the cupful; the butter was measured by the tablespoonful. The concepts of full cup, ½ cup and ¼ cup were established.

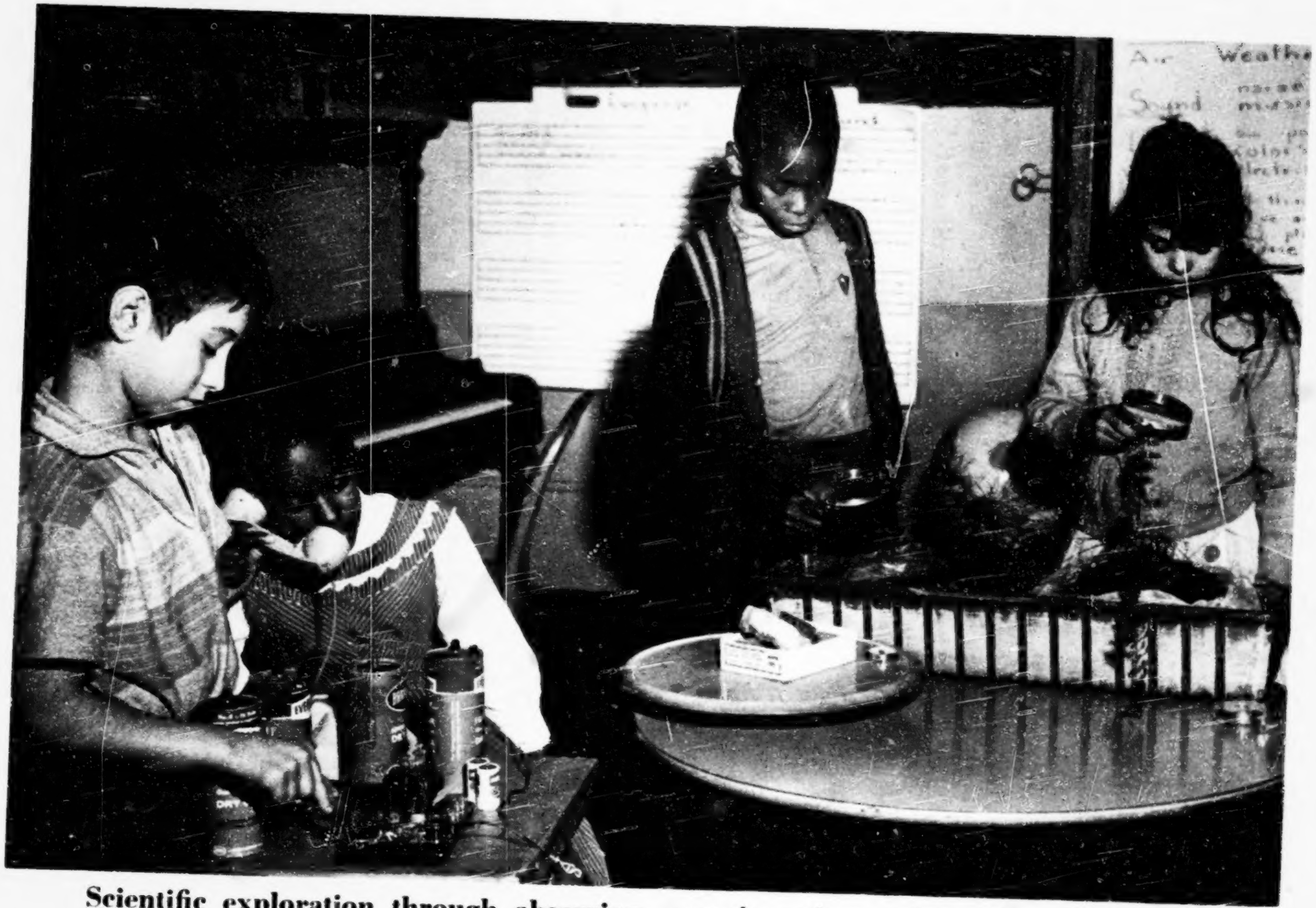
When classes from other schools visit, the children often like to prepare something "homemade" to add a special touch to the lunchtime they share. For such occasions, various classes have baked different kinds of cookies, made candy and prepared salads.

THE PARENTS HELP

Parents of ADNS children often cooperate by contributing some of the ingredients needed, lending kitchen equipment, going on shopping trips with the teachers and the children and helping in the preparation of foods. They participate at breakfasts, lunches, teas and parties prepared in school by children with the help of their group teacher and classroom teacher. They have frequently expressed pleasure at their children's alertness and courtesy.

SCIENCE

Science learnings in the early elementary grades frequently are developed as a result of questions raised by the children in the small group activities made possible in the All-Day Neighborhood School Program. Questions arise when children are encouraged to explore, to handle materials, to ask questions and to think in terms of relationships. Water play, block building and even painting or clay may be the stimulus from which scientific experiences develop. Questions requiring scientific exploration will also arise in the social studies, in current events, in reading, in music and on trips. Sometimes children can be guided to find the answer immediately. There are times when an answer to a simple question may seem to satisfy the children, but curiosity and thinking can be fostered by suggesting that it would be a good idea to try and find the answer by some research and experimentation. Teachers often use a question raised by one child or by one group, to stimulate the interest of the whole class. The teacher might write such unanswered questions on the chalkboard as a reminder that the group wants to find an answer. The more mature children may think of an experiment that will help find the answer. Neighborhood surroundings and common incidents can often be used for developing science learnings.



Scientific exploration through observing, experimenting and handling materials.

> Almost any neighborhood has a hill, a valley, a vacant lot, rocks, soil, plants and animals. The school building itself, with its natural and man-made stone, reveals how man uses some of nature's resources. The school yard, exposed as it is to sun, wind and rain, is an exciting place too for observing the forces of nature at work. The street becomes a "rainshed area" and the gutter a "river bed" when it rains. . . . The home owner puts ashes in the gullies in his driveway; the school custodian sprinkles salt on icy sidewalks.*
>
> We know that during the school year many of the following will occur:
>
> The tree on our street will shed its leaves . . .
> A child will bring a compass to school.
> Wet blackboards will dry.
> The steam will come up in the radiators.
>
> . . . The teacher should plan to make the best use of these "teachable moments."**

Because his work encompasses classroom, groups and club, the group teacher can more easily take advantage of these "teachable moments."

Science Learnings Develop From Trips

Log (2nd grade class):

> The children had gone with me to the pet shop. It was a very windy day. "You can feel it blow through you." "It blew the leaves off the trees." "It blew Ronald's hat off." "It's blowing the flag." "The wind blows the clothes on the line."
>
> This spontaneous interest led to many meaningful experiences in science. We showed that the wind helps to dry clothes. One child wet a cloth and left it near the open window. A second child put a cloth in a sheltered corner. By noon the first cloth was dry but the other one was still damp. Another time we put a small sailboat in a pan of water and the children watched the "wind" from a balloon move it. We made pinwheels that week and the children enjoyed watching them spin. We also let kites fly in the wind.

Log (2nd grade class):

> On our trip to the waterfront, Janet asked, "What makes that big boat stay up?" A chorus of "Well, that's right!" "What does make it stay up?" "Why doesn't it sink?" established the fact that the children were thinking in terms of cause and effect.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Operation New York.* (Bureau of Curriculum Research Report, 1960), p. 1.

**——*Science Grades K-6: I. Magnetism and Electricity.* (Curriculum Bulletin No. 2a, 1958-59 Series), p. xii.

> Next day in the group room we had a big tub of water and did many experiments with things that float and things that sink. The flat top of a coffee can floated. The same piece of metal pressed into a small surface (with pliers) sank. A stone sank immediately, while a piece of wood of the same approximate size floated. Some children said the air in the folded piece of metal made it heavier so that it sank while the flat cover floated. A scale was used and another coffee can top was weighed before and after folding. A child commented that when you get into a bath tub you pushed the water up, but if you went swimming in a large body of water you could float. This led to placing objects in a small container and measuring the displacement of water by objects that sank and objects that floated. Enthusiasm was high and the group's report to the class created a general interest that led to further discussion and experimentation.

Experiments, such as those mentioned in the foregoing logs, can be performed with materials easily obtainable by the teacher and the children. To set up science equipment for the room they gather such materials as a metal tray, a basin or dishpan, some empty jars, some bottles with stoppers, pieces of cord, a metal coffee can with cover, candles, dry cells, bell wire, magnets, weights, balloons, magnifying glass, egg beaters. The Science Supply Book contains a listing of special materials obtainable for the elementary science program.

Science Learnings Develop From Other Curriculum Areas

Here is how painting led to some scientific discoveries.

Log (3rd grade class):

> The children were mixing primary colors with white to get various shades. One or two began experimenting by mixing primary colors to get secondary colors. They were thrilled to find that blue and yellow made green, and they found many ways of making brown. The next time the children came to the group room there was a prism hanging in the sunlight. Hugo called the attention of the others to the rainbow on the wall. They quickly discovered that when the sunlight went through the prism the light changed. Several prisms were lying on the table and the children were invited to handle them. Susan noticed that when she looked through the prism when there was no sun, it was just like looking through a piece of glass except that she could see things behind her, or on the side, as well as in front, if she angled the prism. Looking through it in the sunlight, rainbows could be seen on the edges

of everything. We recorded the things we had observed and the questions that had been raised. The enthusiasm with which the children presented their report sparked an interesting study of light in which the entire class became involved.

Spectacular happenings in science are frequently the subjects of television, radio and newspaper reports today, but the concepts children get from these stories are often hazy or inaccurate. When the teacher encourages free discussion and simple experimentation, the child is helped to clarify his understandings and to realize that some questions cannot be answered easily. He will feel justified in reserving judgment if he has insufficient evidence or background. In such an atmosphere he will be helped to develop his ability

. . . . to observe carefully and accurately
to make comparisons
to look for cause and effect relationships
to ask questions
to make generalizations based upon sufficient information.*

His work in science will encourage him to be an independent thinker who examines ideas and their sources and who is interested in finding things out for himself.

SOCIAL STUDIES

Many of the previously quoted logs of All-Day Neighborhood School teachers indicate aspects of the social studies curriculum which were being studied in conjunction with other work. Let us now discuss this area more specifically. The bulletin, *Curriculum Development in the Elementary Schools,*** lists a number of topics under the general heading "Living and Working Together in the Home, the School, and the Neighborhood," as the scope of the social studies content in Grades Kindergarten through Two. Grade Three is expected to learn about "Food, Clothing and Shelter Today," and also about how these needs were met by the Indians and Dutch who preceded us in this locality.

Log (1st grade class):

The reading group (fourteen children with whom I work when Miss E works with the reading-readiness group) has just finished the booklet, *Come to Our School.* It is a real triumph. The booklet

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Early Childhood Education.* (Curriculum Bulletin No. 5, 1958-59 Series), p. 76.

**——*Curriculum Development in the Elementary Schools.* (Curriculum Bulletin No. 1, 1955-56 Series), pp. 26-27.

> is illustrated with photographs taken as the children interviewed the principal, school secretary, nurse and custodian. The pages were typed on the primer typewriter as the class took turns reading the stories to me from our big charts. These have crayon illustrations and felt-pen lettered text. Since they have been read over and over, the "real" book presents no problem. My favorite story appears below a photo of the custodial helper:
>
> Mr. Thompson
>
> Mr. Thompson helps us.
> He helps keep our school clean.
> "A cleaner New York is up to you," said Carlos.

Trips Lead to Social Studies Learnings

Classroom teachers and group teachers plan many trips in the school and neighborhood for social studies experiences. Some are taken with the entire class and both teachers; others are planned for alternating small groups who go with the group teacher. The trips in the school building include the various offices, the nurse's room, the basement, the furnace room, the gym, the different floors, the exits, the library, the auditorium and the lunchroom. The children also visit some of the classrooms of older brothers and sisters. They note such things as the numbers over exits, the numbers on rooms and the relation of their room to special rooms. They also locate their room from the outside of the building.

Log (1st grade class):

> The children used their own room as a basis for comparison in size with the offices, the gym, the basement. They learned the concepts of up and down, top, first, second, third. In blockbuilding, there were structures resembling our school building. The children acted out their questions for their "interviews" with people in the school building and were later able to address them and speak with them. This was particularly valuable in counteracting their fears about doctors and nurses. Some of them were amazed to find men teachers when they visited the classes of their older brothers and sisters. They noticed the lights at the exits.
>
> This initiated a discussion on safety and the use of the lights at street corners. We applied this knowledge on our trips. Our trip to the lunchroom resulted in many "cooking and tasting parties" designed to encourage the children's taste for new foods and for foods served in the school lunchroom.
>
> For reading, we composed charts about our trips and the children illustrated them. These stories were rexographed and

each child had his own booklet to take home. Many reading techniques were used: identifying the whole chart, as in "Where is the story about our trip to the gym?"; using duplicate charts and cutting one apart so that sentences could be matched; matching words to the chart; reading words and phrases we had seen around the school building; relating the rexographed stories to the charts; making a booklet.

Trips must often be repeated in order to note different things at different times. One group took two trips to the post office.

Log (2nd grade class):

On our first trip to the post office, the children learned how to read the signs on the windows and what they meant. While there, some of the children bought stamps and postcards. One child mailed a parcel. When we got back, we pretended our room was the post office, put up signs and acted out the buying of stamps, giving money, getting change, mailing a letter, sending a letter air mail, sending a parcel, etc. I had wrapped a parcel and had purposely omitted one detail in the address and one in the return address. The children found what was wrong with it after "postal inspection."

On our second trip to the post office, we saw what goes on behind the windows. A guide took us around and explained what the many workers were doing. After this trip we were able to talk about what happens to a letter after it is mailed. We wrote a simple story about a letter from the time it is written to the time it is delivered. Many children told us afterwards of going to the post office on their own to buy stamps and to mail parcels.

Other trips which make social studies "come alive" for young children include visits to places where people live (an apartment house, a one-family frame house); visits to places where people work (a bakery, a post office, a building under construction); visits to transportation areas (a dock, a subway, a ferry); visits to natural features of the neighborhood (a tree, a river); visits from neighborhood workers (a carpenter, a fireman, a sanitation worker).

Log (3rd grade class):

Our attention has turned to the "movie" about transportation which we plan to show to other classes. We listed eight kinds of transportation, from walking to rocketry. The children made illustrations of each and appropriate captions were placed under these. Now we are stapling them in a long row. A grocery carton, painted bright blue, is being transformed into a "stage" on which our show will take place. It is interesting to see that the most effective illustrations are those about the ferry, subway and other methods of travel which we have actually used.

Social Studies and Language Arts

Social studies and language arts go hand in hand when they are taught creatively. There are sometimes unexpected dividends in terms of social development, as happened during the following dramatization to celebrate Thanksgiving.

> *Log (1st grade class):*
>
> We gathered to watch the committee's play. It began very seriously as Papa Pilgrim strode forth to cut down trees for his log house. He encountered Dotty and Wilbur. (They were the trees.) Chop, chop, chop, and Dotty, arms waving gracefully, toppled over and lay still. Again, chop, chop, chop, chop. "Come on, Wilbur, fall!" But, "I'm a big FAT tree," answered Wilbur. So chop and chop and chop, and finally he also fell, arms waving. As the laughter subsided, I recognized that stolid Wilbur had finally won acceptance from the class.

Building Positive Attitudes Toward Useful Work

"Community Helpers" has long been a social-studies focus in the first few grades, but it has too seldom included more than the members of the fire, police and post office departments. An informal discussion about the work done by the children's parents would offer other neighborhood workers for consideration under this topic.

Of course, in carrying on such discussions, the teacher must be careful not to embarrass the child who does not seem to feel comfortable in the discussion because his father is unemployed or perhaps lives away from him. The child's reluctance to participate must be respected, whatever his reasons, but there are tactful ways of correcting undesirable attitudes he may be harboring. Perhaps Charlie's father, a house painter, is invited to visit the class. "Please wear your working clothes and bring some of your tools to show us." Then, happily, the work of the parental garage mechanic, shoe repairman, laundry worker and others whose work is useful, though "unglamorous," will be spoken of with appreciation by their offspring. The contribution made by all people who work, and by their own parents in particular, is important for children to recognize. It is especially in need of emphasis with children whose textbooks hold up as models professional or white-collar workers who are often outside their familiar acquaintance.

Log (2nd grade class):

Angelina said she didn't remember what work her father did. One day when we went on a neighborhood trip, we stopped to watch a tank truck flushing the street. The driver surprised and delighted us by getting out and talking to the class. They asked him about his work and about other kinds of trucks used by the Department of Sanitation. He mentioned the closed garbage-removal trucks with the "escalator" that carries garbage up and into the truck. Then, Angelina was finally able to say (and proudly) that her father "gets up while I'm asleep and goes to work on one of those."

THE MIDDLE YEARS: SPECIFIC APPROACHES FOR GRADES 4-6

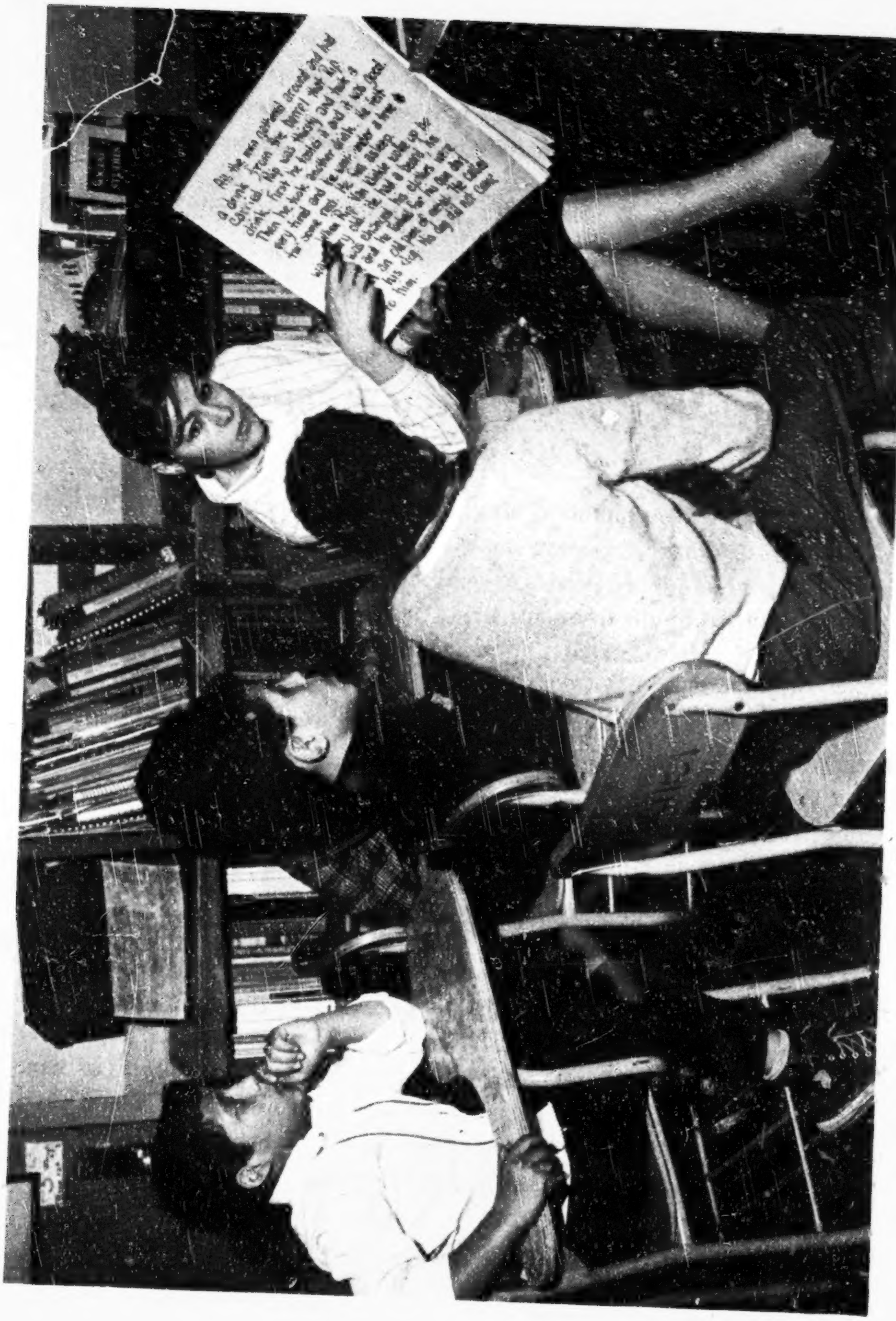
Although the subject matter discussed in the preceding pages pertains primarily to the earlier grades, many of the approaches described are equally useful in the upper grades. Social studies, for example, will continue to be enriched through frequent trips, although these will now extend further into the neighborhood and beyond, and will lead to more mature learnings. Map-making and map-study skills will be among those stimulated by trips. Approaches to creative experiences with the plastic arts, music, literature and other curriculum areas will be similar to those for grades 1-3, but a higher level of achievement may be expected. It is suggested, therefore, that teachers of grades 4-6 who read this bulletin will find much that may be helpful in the discussions of work for the earlier grades.

SOCIAL STUDIES AND THE LANGUAGE ARTS

As shown previously, work in social studies can become more meaningful to children when it is interpreted and clarified through creative language activities. Puppet shows and other dramatic presentations, from brief incidents dramatized spontaneously in group room or classroom to carefully prepared assembly programs, can be used to help children learn about the far-away and long-ago. They are also useful in helping children learn about the different ways in which people live today—how they work, play and struggle toward their goals.

Log (4th grade class):

Group 2 gave a dramatization showing what they had learned about school life in New Amsterdam. Their schoolmaster was stern, did the janitorial work and used corporal punishment. His



Stimulating the slow reader.

pupils—all boys—wore their hats and listened to a lesson on good manners. After this little drama, the class joined Group 2 in discussion about how today's schools differ from schools of that period. Other children reported on books they had read, including *Annetje of New Amsterdam.* Some children reported on what they had learned about the Dutch names of Spuyten Duyvil, Stuyvesant High School and the Bowery.

The following log concerns the dramatization developed by a 4th grade group which had great interest in, and many experiences with trains. They had been to the 145th Street bridge, from which vantage point they had watched operations in the train yard below. They had taken a trip on the subway with their class and group teachers.

Log (4th grade class):

A family in the housekeeping area was planning a trip south. Several children had been there the past summer and were using remembered train experiences in their play. This led to making up a story about a trip to North Carolina, where one of the girls had spent the summer. The story was read to the class and the children decided to dramatize it. A mother, father and two children were chosen to take the trip. One table was used for the engine. Two tables became the sleeping cars. A boy was chosen to be "the man who calls out the meals." Another was "the man who carries the bags." A girl was the taxi driver to drive the family to the station. When they got there, a conductor called, "All aboard," and then collected tickets on the train. Many children volunteered to be the animals seen along the way—chickens, pigs, cows. The rest of the class was the freight train that blocked out the passengers' view. One of the boys who volunteered to be a waiter was a very quiet type. He was so pleased with his part! He announced the meals and served the people in the dining car. Many situations were added to our story as children played different parts.

These activities extended over a period of time. A direct result was the development of vocabulary based on the train play and experiences. Words listed for reading vocabulary work included:

baggage
diner
east
exit
engineer
engine
entrance
station
magnet
fare
freight
waiter
pullman
local
north
west
ticket
passenger
porter
conductor

Experience charts were developed. One was on trains in general, and one compared freight and passenger trains. A train booklet included copies of these and many train stories made up by the children with the teacher.

Reading

Teachers frequently find children are fascinated with social studies materials but frustrated because of their inability to read. Although much information can be secured from interviews and from radio and television, the most essential tool in the middle grades is reading. Therefore, an intensive reading instruction program will have beneficial effects on the social studies learnings. The report which follows deals specifically with the collaboration of a group teacher and a classroom teacher to raise the reading achievement level of a class. Objective evaluation through standardized tests indicates the substantial progress made—progress which can reasonably be attributed to the small-group teaching and the utilization of the children's interests. Such intangibles as growth in confidence, imaginative response and relatedness cannot be proven except indirectly through a general academic improvement, but these were nevertheless evident.

Evaluation of a Reading Program

"At the beginning of the school year, the reading level of Class 4-5 was probably not much above the level recorded in April of the preceding year, at which time the range, as compared to a normal level of 3.8, was 1.0 to 3.0, with a median of 2.2. It was evident that these children had been experiencing failure in their most important school subject for about three years. Therefore, it was decided that Mrs. M and I would work together to help her class improve in reading.

"The first thing we did was to set up a library corner in which the children were encouraged to browse. Many attractive and easy-to-read books were read aloud to the class and then placed on the library shelves. The class was divided into two groups based on present reading levels. Initial work was done in learning the Dolch sight words through games, cue cards, spelling bees and searching for them in books. In the group room I concentrated on the approach through games—a popular and effective one was *Word-Bingo.* Mrs. M stressed phonics and much visual and oral repetition. Experiential reading charts and class-made 'books' based on class activities were our reading material. We did not use books for more formal reading until March. At that time the California Reading Test showed that several children had made very rapid progress, and the class was divided into three groups on the basis of those results.

"I was now able, in the group room, to give more individual attention to the slowest readers, and I determined how far back in the basic reading program it would be advisable to start them. I discovered some pertinent facts, and some hopeful ones among them. In the case of Ned, I found that he confused *b, p* and *d.* When he attempted to use a phonetic attack on new words, containing these letters, he mispronounced them accordingly.

Eric, on the contrary, responds well to a phonetic approach, although he must move along very slowly. With this group, I emphasized particularly the initial sounds of words, and made sure to offer praise and encouragement even if this initial sound was as far as the child could get.

"Meanwhile, in the classroom, Mrs. M was able to give more attention to the second reading group, while Group 1 wrote book reports and did much independent reading. Both of us tried to stress comprehension, imaginative reporting and expressive oral reading. We used games which repeated sight words, and made much use of our *Keep Talking* game which emphasizes story sequence. We also made many phonics charts and experience charts based on the children's original stories.

"Although Eric is still a poor reader he has made the most remarkable progress this year. He realizes now that he *can* learn to read. In the small group setting Ruth shows more confidence; Juanita is reading fluently although she is careless. In the club where the atmosphere is informal and non-competitive the library corner is very popular. Tension is almost entirely absent now and the defeatist attitude formerly so apparent in most of the children has disappeared."

Dramatic Activities

Just as dramatic play is a vital part of the program for the young child, so informal dramatization in the classroom or group room is of equal value to the older child. Beginning with simple pantomime of stories or experiences, creative dramatics is introduced, giving the children opportunity to make up their own plays on a variety of subjects. In the same way that the younger child reveals his understanding of the life around him through his play, so the older child indicates a great deal by the way he acts a part and by the content of his dramatic presentation.

Dramatization in the classroom enhances the language arts program and gives the teacher a clue to the child's understanding of the concepts presented in all subjects. Often such dramatizations stimulate the child to seek further information in order to make the play authentic. The teacher helps to further this type of research by reading appropriate stories to the class and by providing special books, including textbooks and encyclopedias, for the children to read and report on. Such research makes reading purposeful and enriches the dramatization. When a teacher reads aloud a book like *Journey Cake** to a fifth grade class and encourages them to act out episodes, the children gain a sense of reality about the westward movement. They also become aware of the human relations content of the book.

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*Isabel McMeekin, *Journey Cake* (New York, Julian Messner, Inc., 1942).

Provided with a collection of bright cloths, belts, skirts and other materials, the children can clothe any character from Cinderella to our most recent space hero. They are encouraged to make other props and to give suggestions for costumes and background sets. The emphasis is not on a finished product but on portraying the characters and times with accuracy. More ambitious class plays, prepared for presentation before large audiences frequently develop from such informal dramatizations in the classroom.

After dramatic situations within the children's general experience have been pantomimed and acted, it may be a pleasant change, and a profitable one, to dramatize familiar fairy tales or folk tales. The alert teacher will recognize the ways in which a boy can express unacceptable feelings about an adult when he struts and "hollers" as a cruel giant, or pops the wicked witch into the oven. The little princess who pronounces "off with his head" with such unaccustomed fervor may be delivering a hidden message also. The following group teacher's log indicates how a class of older children can earn personal satisfaction and acceptance from others through a series of performances for younger schoolmates.

Log (5th grade class):

> I am delighted with the progress made so far by this class in which all the children are retarded two or more years in reading. When I first met them they seemed generally listless and dispirited about academic work. I decided to try dramatizing fairy tales with them. They chose *Cinderella.* Our very first performance, before a second grade class, was such a success that the audience clamored for more. On the spot, *The Three Bears* was presented. This experience gave the class a feeling of success, something they had seldom enjoyed before. They wanted to continue dramatizing fairy tales and presenting them to the lower grades. This was done once a week for some time. We added to our repertoire *The Three Pigs, Snow White* and *Jack and the Beanstalk.* We used the drum and other rhythm instruments and later, dancing to accompany the dramatization.
>
> The entire tone of the class has improved. Their keenness has carried over from the dramatic work to other school activities. The children now have pride in accomplishment in general, not only in the one area.

The following statements, made during a discussion by members of an ADNS club, explain why this type of dramatic activity works so well, even with ordinarily shy children.

> We give many kinds of plays. Sometimes we make up our

> own. That's wonderful. It's a big surprise for everybody, like a first night. And we give plays from books—and how we change them, if we want to. Sometimes we give little skits to get in the mood. The teacher will say, "Imagine you are coming home from school and feel very happy; imagine you're home alone, and hear a noise," and we get up and do it. We don't ever speak words from a piece of paper. And we don't speak lines after anybody. The teacher always tells us, "Don't repeat what I say, make it up." We say our own lines, and every time it's a little different, and of course we never worry about forgetting.
>
> . . . . The teacher is very patient; she doesn't get angry. She says, "Take it easy; you're doing very well." Then she says, "You're doing better." She doesn't say, "Sit down! You're no good. So-and-so is better." She doesn't just give parts to the good people. She thinks anybody can act. That's right. It's not for some girls; it's for everybody.

IMPLEMENTING SOCIAL STUDIES THROUGH SPECIAL PROJECTS

The following report was made by the principal and administrator of an ADNS school.

A Negro History Project

"Ours is a 'Special Service' elementary school in a predominantly Negro community. We had long been dissatisfied with the earnest but sporadic work we had done in the field of Negro history and culture, and last summer we began to consider a more definite program. We canvassed dozens of 'men in the street' in our community and found that there was unanimity on the worthwhileness of teaching Negro history and life in an organized fashion. We received encouragement from Mr. Frederick H. Williams, Director of Human Relations at the Board of Education, as well as from experts in the field from whom we obtained bibliographies in both adult and children's literature. The president of the Bronx branch of the National Association for the Advancement of Colored People and the president of our Parent-Teacher Association pledged their support.

"In October, at a faculty conference, we discussed the possibility of integrating the study of Negro history and temporary life into our regular curriculum, particularly in the field of social studies, if the teachers enthusiastically endorsed the idea. After a long, frank discussion in which the difficulties and dangers of such a project were brought up, a secret ballot was taken. The project was overwhelmingly endorsed. It was made clear that tact, understanding and common sense were to be our keynotes and that teachers would select the activities in which to join.

"Our purposes for undertaking the project were: 1. to improve the self image and hence the self respect of our children, so that they might function better as pupils and as individuals; 2. to improve the teachers' understanding of our children and community; 3. to provide materials and impetus to a program through which all public elementary school children might ultimately learn more of the great contributions of their Negro fellow citizens of America.

"A volunteer school Negro History Committee was formed to direct and allocate the work. The Parent-Teacher Association formally approved our project, helped us with the collection and mounting of a permanent picture file and contributed money toward the purchase of basic reference books and publications to instruct the teachers. Appropriate books, especially for children, were borrowed from the public library. Bibliographies were issued. School-wide collections of appropriate printed and pictorial materials were begun and channeled to the grades. The skillful help of the district curriculum coordinator was enlisted. Mimeographed material and units of work previously developed in the school, as well as those obtained from other schools, were utilized. Subscriptions to contemporary newspapers and magazines were taken. With the help of a teacher and her class, a Negro History corner was established in the school library for the use of children and teachers.

"The All-Day Neighborhood School unit of the school contributed substantially to the program by working in the Negro History Committee, by contributing valuable source material in the fields of books, pictures, periodicals and bibliographies, and by incorporating elements of the program into its group and club work.

"Appropriate pictures and clippings began to appear on class current events bulletin boards, spurring interest and discussion. Lower grade teachers taught family concepts and simple reading words through pictures of Negroes and encouraged the children and their parents to make similar collections. Gradually there appeared pupils' work in which the Negro figured. Exhibits on the contributions of the Negro to art, literature, music and history cropped up. Negro visitors in all fields of endeavor were invited to school, sometimes to speak at assemblies, usually to talk informally with our children in their classrooms about their work. Two prominent Negroes, one a contemporary and one an historical character, were selected for discussion each month, their pictures prominently displayed, and the stories of their lives worked out and circulated by individual classes. Speakers and materials on Africa were presented. The life of Frederick Douglass was discussed at a parents' meeting, at which children's biographies were distributed."

IMPLEMENTING SOCIAL STUDIES THROUGH TRIPS

Surveying the Neighborhood

In order to introduce the children to their local community and to the wider environment, the school staff will need information about the cultural and ethnic groups residing there and the personnel and activities of its social and welfare agencies, religious and educational institutions and publications. For this purpose a survey of the neighborhood is often made, and its findings organized in a form easily available for reference.

Some reference files found useful by ADNS teachers contain cards grouped according to cultural centers, religious centers, social centers, industrial establishments, welfare agencies, recreational facilities and geographic features. Each card might indicate WHY TO GO (enriching what subject area, improvement in what attitudes, aesthetic possibilities), WHEN TO GO (hours, seasons, most appropriate age level), and HOW TO GO (route, permits needed). Teachers' brief evaluations of trips made and suggestions about them which may prove helpful to others, can be filed and keyed to these cards, so that the references are live, useful and up to date. Board of Education bulletins, such as *Operation New York** and *A Guide to Some Educational Resources in the City of New York*,** are much used when kept on hand near the TRIPS file.

Also helpful are the leaflets issued by museums and parks and commercially prepared educational materials. In one school, ADNS teachers prepared for each classroom an individual folder with samples of forms to be submitted for trips and transportation, and brief notes on using trips to enrich specific curriculum areas. Of course, trips must be selected with regard to their appropriateness, and be preceded by adequate preparation and followed up by an evaluation so that learnings can be consolidated. See page 23.

The following figures will give some indication of the extent to which trips are utilized as a teaching tool in the ADNS Program. In 1964-65, children took 895 trips during school hours with group teachers; 131 trips after school hours were escorted by 83 teachers, 135 parents, 54 other citizens.

Repeating Trips for Further Learnings

The following log shows how trips which may have been taken in earlier grades can be sources of more mature learnings when repeated later. Also, it indicates the integration of science and social studies.

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*BOARD OF EDUCATION OF THE CITY OF NEW YORK. *Operation New York.* (Bureau of Curriculum Research Report, 1960.)

**———*A Guide to Some Educational Resources in the City of New York.* (Curriculum Bulletin No. 4, 1965-66 Series.)

Getting to know our neighbors through local trips.

Log (5th grade class):

Our visit to the boiler room was very successful. Mr. L showed the children where electric cables entered the building and how they branched off into many thinner wires. We saw switches and fuses. Mr. L told them that electricity was used to pump water up to the higher floors. Back in the room, we reinforced the ideas presented by Mr. L. We used the experiments with milk cartons and tubing suggested in the Science handbook, to see why water could rise to the third floor without a pump but had to be raised beyond that point by pumping it. We also reviewed the way steam is used to heat the building, and how it condenses to water which then has to be heated again.

Towards the end of the week we went out to interview one of the electricians rewiring the school building. He explained what he was doing and why, told of his four years as an apprentice, and said he was always careful to respect the constant danger of electricity. The children's questions kept him very busy for a while. Now we shall work with fuses, light bulbs and circuits. No house current, of course; dry cells are safe. Much learning had taken place, plus many valuable concepts. In addition, Mr. L, the custodian, grew in stature in the eyes of the children.

Intervisitation

Included at this point is a detailed report on intervisitation between a fourth grade class in Manhattan with another in Queens, as part of their study of New York City. It might, with equal reason, have been included in this bulletin under *Helping Children Experience and Contribute Toward a Widened Environment,* (p. 96). In addition to its help in teaching the geography of New York City, it is an example of the way All-Day Neighborhood School teachers use intervisitation to meet children's social needs and work to build better human relations among all our young citizens, including those from minority groups.

Hands Across the River

"One of the classes on the fourth grade level, with which I worked as ADNS group teacher, was studying about New York. The classroom teacher and I felt that these children would profit from visiting many parts of the City. We made a list, with the children's help, of places they had heard of and would like to visit. Included were the Empire State Building, the George Washington Bridge, the Bronx Zoo, Staten Island and the Brooklyn Bridge. From our school in mid-Manhattan, these trips would include travel in four boroughs by bus, subway and ferry. That Staten Island and the borough of Richmond were one and the same was not a difficult concept for the children. None of them, however, had ever heard of Queens. How could we bring Queens into their picture of the City?

"It was just about this time that a friend of mine who lived and taught in Queens called me on the phone. Some 'shop talk' was included during our social discussion. We conceived the idea that since we were both working with fourth graders, a program of intervisitation between the two classes would be worthwhile. When I talked over the idea with the classroom teacher with whom I worked, she was enthusiastic. We would not be visiting a famous place this time, but instead, we would become acquainted with children who live in a different part of our City. We agreed that the experience of visiting children from other backgrounds would benefit both groups of children.

"After many phone calls and a visit or two among the teachers to agree on a plan, we decided that the teacher in Queens would be given a list of our children's names and her class would write letters to them. What excitement when they arrived! The letters were short and friendly. They mentioned the club program, the new school building, the trips they took. In the midst of the excitement over the letters, one child said, 'Maybe they can visit us and then we can visit them!' 'And that could be our trip to Queens,' said another. An invitation in the form of a class letter was composed by the children and written by the teacher. All the children signed their names and off it went:

> Dear Boys and Girls,
>
> We received your wonderful letters and want to be friends with you. Could you come to visit us on Thursday, May 20? We will do many nice things together. Please try to come before 10:30 so you can join us in our assembly.
>
> Your new friends,

"Then followed a number of conferences by the class as a whole and in committees, discussing and planning what to do when the visitors came. Finally, a plan for the day was decided upon and posted:

Plan for May 20

A committee of children will go with the group teacher to meet the visitors at the subway station and escort them to the school.
The visitors will join us in the assembly.
We will show them special rooms in the school.
We will take them on a trip to the Park Avenue Market to see the Puerto Rican foods there.
We will eat our lunch together in Central Park.
We may have time to visit the Museum of the City of New York.

> We will escort our visitors to the subway when they have to go home.

"Much as the children hated to think about it, they had to decide what to do in case of rain. To provide for such an emergency they planned:

Plan for a Rainy Day

> We will have to eat indoors and will use the library.
> We will read books together.
> We will play in the gymnasium.
> We will teach our guests a dance.

"Days of beehive activity followed—making identification tags for the visitors and for themselves, and drawing two maps of the school neighborhood indicating the subway, the walk to the school and the places to be visited together. One map was kept in class and the other was mailed to the children in Queens. The next step was to plan the assembly program. One of the children suggested that the 'Get Acquainted Dance' she had learned in the club would be a good way to meet everyone. The club children in the class demonstrated the dance and it was voted in. The fourth-year assembly was told of the plans and all the classes cooperated by learning the songs which we had selected.

"Needless to say the visit was a huge success and shortly afterwards a trip to the Queens school was planned. The highlights of the Queens trip were a visit around the neighborhood of brick and frame two-story dwellings which included a bread factory and the pleasant aroma of a candy factory, plus a stroll to the East River for a view of Manhattan and Welfare Island.

"How the children and the adults felt as a result of these stimulating experiences was revealed by such questions as 'When can we see each other again?' and 'Why can't we visit again next term?' The Queens children wrote letters to individual children in Manhattan asking for summer visits and home addresses. The Manhattan children answered, sending their own addresses and asking for those of their friends in Queens. One Manhattan boy wrote inviting his Queens friend to his home on Sunday night to celebrate his First Communion. In their class book, the Queens children wrote:

> We enjoyed our visit so much that we wished to keep for a long time a memory of that trip. As a result of a discussion among ourselves, we decided to set down our feelings and ideas. We wrote some of these in our reports and poems. Some we painted and pasted in this class book. We hope this is the first of many trips to your beautiful school. Best wishes for a pleasant vacation.

"One of the poems on friendship became a kind of theme song which was chanted on many later occasions:

Will you come and walk with me?
Will you come and talk with me?
Please, will you be my friend?
Will you come and sing with me?
Will you come and dance with me?
Please, will you be my friend?

"We three teachers found the results gratifying. It had been demonstrated through vital experiences, that children of varying backgrounds can meet on common ground. It was important for the Puerto Rican children to go out of their community to meet other New Yorkers. It was equally important for the Queens children of Italian, Irish, Ukrainian and other backgrounds to become friends with the Puerto Rican children. In addition to a broadening knowledge about people, the children learned a great deal about the City.

"It is planned that the children will continue to exchange visits throughout their remaining school years. Parents will be invited to come along and become acquainted with each other. Perhaps another school in a different area of the City can be brought into our plan of intervisitation to extend and reinforce our learnings. Such experiences are a contribution to strengthening democracy, by building good human relations and giving three-dimensional reality to the social studies curriculum."

Cultural Activities

To take children into other parts of the City for experiences they would not otherwise have, a program of cultural activities has been in operation since the ADNS Program began. This is a joint undertaking of group teachers, classroom teachers, parents and other citizens, all of whom volunteer their time to supervise these trips. Museums, parks and musical and dramatic performances are visited. From City Hall in New York to the Liberty Bell in Philadelphia, ADNS children have enriched and widened their experiences and, when they returned to school, group and club activities helped them clarify the learnings gained on these excursions. Typical experiences include the following:

> Mrs. C took her fifth grade club on a skating party in Central Park during Christmas holidays. Half of the children had never been in the park before . . .
>
> Mr. W and the school orchestra were invited to Gracie Mansion, residence of the Mayor . . .
>
> A group teacher, a former group teacher and a classroom teacher escorted 60 of our children to a concert at Lincoln Center . . .

19 children were escorted to a Christmas-Chanukah party at a midtown Hotel . . .

The group teacher took six members of the class to visit Mrs. King, wife of the Liberian Ambassador. She showed them pictures of her country and prepared some native food for them . . .

500 children from two paired ADNS schools enjoyed a special presentation of a scene from the ballet *Kinderscene* at the New York State Theatre . . .

A choral symphony orchestra presented a concert of music, with narration, from *A Midsummer Night's Dream* at an ADNS . . .

The guided tour of Lincoln Center was a highlight of the ADNS cultural program this month . . .

AN EXPERIMENT IN SCHOOL CAMPING

Wherever possible, administrators work with other school personnel and with community agencies to make summer camping trips available for many children who would not otherwise have this opportunity.

The All-Day Neighborhood School Program has always believed that camping, with its manifold opportunities for learning, should be part of the educational program of public schools in large cities. In 1962, the ADNS Program received a grant from the Johanna M. Lindlof Camp Fund for Public School Children to conduct an experiment in camping with a fourth grade class as part of the school program, and this was repeated in 1963. In addition, a third group of children was taken on a three day camping trip, using special funds contributed by the National Broadcasting Company. Good fellowship, appreciation of nature, exploration and the scientific approach go hand in hand on these trips. The following log describes a typical morning during the first ADNS camping trip.

Log (Camping Trip):

With an invitation from Mr. Prickett to meet him at his house in the afternoon to see his hives and to learn more about the bees, we left, with cameras, magnifying glasses and containers for specimens, to spend the rest of the morning in the woods. The walk took us up the mountain to a lake, around the lake, out to the highway. The group was divided into committees for this walk, each with its own collection to get: things that grow in the shade, those that grow in the sun, flowering plants of all kinds, living things, rocks and different kinds of wood. We looked under rocks. Magnifying glasses were in great demand as we tramped through the woods, and continuous calls to share a particular source of beauty kept us all busy. Side trips to the top of the waterfall that feeds the

Camping — another dimension in education.

swimming pool, to explore the old reservoir that used to supply the drinking water for the farm, to examine the foundation of the camp that burned down many years ago, and to rest at the three-sided shelter where one could camp overnight, made this a fine trip. We returned just in time for lunch, tired but stimulated.

Learnings Developed Through School Camping

1. LIVING HAPPILY AS MEMBERS OF A GROUP

The following account evaluates some of the activities engaged in during an ADNS camping experience.

Sharing rooms: Children of different races and religions lived happily together with a minimum of friction.

Caring for rooms: Children eagerly tidied rooms, swept, made beds and voluntarily decorated rooms with flowers.

Joint care of communal quarters and property: Children cared for records and games, cleaned up the fireplace, helped with art and nature study supplies. They shared in activities and took pride in keeping supplies in order.

Personal cleanliness: Children kept themselves clean and took care of their own clothing with little need for adult direction or supervision.

Joint meal times: Meal times were a pleasure. The children enjoyed the food and conversed happily during the meal hour. They were considerate of each other at the table and of the kitchen help. They helped to serve each other, to pass food and to clear the tables after meals. They accepted new foods served and were appreciative of the abundance of the food, especially the bedtime snack. Many learned to use knives and forks.

2. MAKING CAREFUL OBSERVATIONS

Exploring the camp: Children noted and commented on the contrast of city and country housing. They were fascinated by sky, space and color which could be enjoyed in the country. They concluded that parks are an attempt to give city people a taste of country atmosphere.

Taking walks through the woods: The children collected a variety of flowers, shrubs and insects which they brought back to school and set up in terrariums. They learned to call plants by name and also how to keep outdoor plants indoors. The terrariums are really beautiful and are a source of great pleasure, not only to the children who were on the trip, but to other children in the school who have been invited to see them.

Observing geographic forms: The children became familiar with geographic terms that had been mere names before: streams, valleys, gulleys, waterfalls, lakes and springs. They examined a reservoir and understood its function. They found beauty and fascination in pebbles and in rock formation and noticed that soil came from the breaking up of rocks.

Visiting an apiary: From observing the life of the bees at the apiary, the children developed interest in other insect societies.

Exploring beaver dams: From their visit to the beaver dams they became interested in books about other animals. The whole concept of conservation began to take on meaning.

Visiting a dairy farm: The visit to the nearby dairy farm was not only a fascinating experience for the children, but they acquired a greater understanding of the dependence of city people on those who live in the country. Such terms as "silo," "pasture," and "stall" became meaningful.

3. APPRECIATION OF BEAUTY AND DEVELOPMENT OF CREATIVE EXPRESSION

Enjoying the peace and beauty of the surroundings: Perhaps the most outstanding value for the children was their appreciation of the beauty of the country. They admired their rooms with their simple furnishings and they thoroughly enjoyed the food, but there was constant reference to the peace and the beauty of the landscape, the sky, the trees, the flowers. They showed intense appreciation of the huge fireplace with its glowing fire at night.

Making language more meaningful by developing many concepts previously not understood and by arousing a desire to talk about a vital experience: There were pictures painted at the farm and many have been produced since. The blueprints made of leaf arrangements exemplified the use of natural forms in creating beauty.

Interpreting this enjoyment in conversation, painting, writing and making terrariums: The children bound the books which they wrote and illustrated about their trip to the country. They compared the book they wrote after the trip with the one they had written before it, which was called, "Day Dreaming About a Trip to the Country." They also have written diaries.

IMPLEMENTING SOCIAL STUDIES THROUGH MAP-MAKING

To make certain that children are developing accurate geographic concepts, ADNS teachers and classroom teachers select trips and other concrete experiences which can lead to map-making.

In the unit of work about *New York City* (page 18), it is shown how map-making was begun in one class. A sand table might also be used to construct a hill perhaps, where milk carton houses and toy vehicles help to create the illusion of an area which has been visited. It might next be symbolized on a large sheet of cardboard laid on the floor. Teachers will find that if North, South, East and West are labeled on the margins matching similar labels previously mounted on the walls, there will be little confusion when the cardboard map is slowly raised to the chart rail. If some children are still unsure, down it can go again to the floor for further orientation. Upper grade children work also with outline and relief maps and study about land formations of the earth.

> *Log (4th grade class):*
>
> We have a map game in our group room which is quite popular. On an outline map of the United States, children indicate places interesting to them because they have lived or visited there, or have friends or relatives there. Next to the map is a list of the place names under the caption, *Can You Find This Place?* Both list and map are getting more additions all the time.

In another class where folk songs were much enjoyed, their places of origin or places named in them were entered on an outline map and the approximate distance from New York was noted under each. A map indicating the westward expansion of the United States was so well made by a committee in one fifth grade class working with the group teacher, that it was added to the school library's reference material.

Product Maps

Product maps are a standard teaching material. They are more meaningful, however, when the products are things used every day in school.

> *Log (5th grade class):*
>
> We noticed that cartons of school supplies being delivered had the names of distant places as the addresses of the shippers. We became interested in the source of our school materials and visited the supply room to find the names of places from which supplies came. Tracing them back to their place of origin was harder. From maps of the United States we progressed to world maps to locate the origin of such articles as cord, paper, rubber and other supplies. We discussed the means of transportation used to deliver the supplies, and made several product maps, using pictures and realia.

Besides using outline maps, children in the ADNS groups often make bas-relief maps on heavy board or plywood panels, building up the raised areas with papier-maché, plasticine, or a mixture of salt, flour and water.

The Globe

Globes help children see the world as a whole and are an important part of map work.

Map-making develops geographic concepts.

Log (6th grade class):

> Tony brought to school some reproductions of full-color photographs taken by astronaut Cooper from a height of 100 miles above the earth. Tony was bursting with excitement as he pointed out the curved horizons in the photos. "Look—you can SEE that the earth is round!" "So what? You don't need that as proof. How could he have gone around it if it wasn't shaped like a ball?" "Wise guy! You can go around and around on a skating rink and that's not a ball!" And we fought *that* historic battle all over again. At last everyone agreed that the shape of our globe had been proved correct in many ways.

Earth Science

Earth Science becomes an exciting subject when children can see how mountains and volcanoes are formed.

Log (6th grade class):

> We became very much interested in the forces which change the earth's surface. Mickey had read about a demonstration of how mountainous layers are formed and he showed it to us in the group room. He used a pile of about a dozen sheets, each of three different colors of construction paper, and enlisted Esther's help in exerting pressure on the pile from either side. The papers buckled in a very successful manner. Teresa and I showed some very thick oatmeal which we had cooked during noon hour. When it was put on the heat again, highly satisfying puffs of steam "spit out" from conical orifices in the gooey mass. Everyone shouted, "Volcanoes!", and a lively discussion ensued about craters, lava and the molten condition of the inner portions of the earth.

IMPLEMENTING SOCIAL STUDIES THROUGH FOOD AND COOKING EXPERIENCES

As part of their social studies in a fourth grade class, children were discussing ways of keeping food nowadays and in the past. They had performed some of the experiments suggested in the Curriculum Bulletin on science. They interviewed relatives and neighbors about how foods were preserved when they were young, and had come back to class with many stories. Some children reported that their parents and grandparents had been born in the South and that as children, they had been sent out to pick a basket of stringbeans or to help Father get a side of meat from the smokehouse. Other interviewers brought to school recipes for food that their parents had enjoyed as children. They cooked some of these in the group room and invited the class to sample them.

> *Log (6th grade class):*
>
> One of the boys had lived in Mexico for a few years and told the class many interesting things about life there. He also invited his father to come and talk to the class. His father, a seaman, had many colorful anecdotes, not only about Mexico but about many Latin American countries. Among these stories were several relating to foods and their preparation. This interested the children and they wanted to try some Mexican food. They found a few recipes for chili, decided on which might be simplest to prepare, figured the amount needed for the class (fine review of fractions) and elected a committee to go shopping with me for the ingredients. The next day we prepared the chili in the group room and it was served in the classroom by our "chefs." For many of the children, the first reaction to this highly seasoned food was a gasp or a turned up nose. The pleasure of eating together, however, made them persevere and before long all the bowls were empty.

PARTICIPATING IN SCHOOL AND COMMUNITY SERVICES

The ADNS Program provides opportunities for children to participate in school-wide services, and eventually to work in and for the neighborhood. In some of the ADNS schools, there are classes which take on the responsibility of a school service for a period of one year, and much of their unit work is based on aspects of their service job. *A Library Service Class,* for example, can learn much as it assists the school librarian by cataloging, stamping books issued, providing a storytelling service to lower grades or even, as one class did, by making posters, curtains and ceramic vases for the library.

It is evident that progress in self-discipline, judgment, reading and dexterity must have taken place before the following incident could have been recorded:

> *Log (5th grade class):*
>
> I had requested a film from the *Visual Aid Service Class.* What a pleasant surprise to find James in charge of this service! I had known him as a "holy terror" from his kindergarten days on, yet here he was, entering the room courteously, threading film into the machine with the most exquisite care, running the machine unobtrusively. "Will you sign this please? Thank you." And we both beamed with delight as he wheeled the projector out of the room.

Through assuming jobs that help the school to function, a child feels part of it—that it belongs to him and he to it. The group teacher and classroom teacher who work with a service class help the children to make plans, organize committees that really function, establish rules and make decisions. They make sure that there is adequate exploration of the curriculum content which flows from the services involved. For example, familiarity with much children's literature and skill in research techniques can result from the full exploitation of library services. *Lunch or Milk Service Classes* have much opportunity to develop facility in mathematics because of the moneys involved, and to explore aspects of health, science and geography in connection with the foods being distributed. It is very likely that children engaged in an *audio-visual aids service* will want to learn about its science aspects and there will be reading about inventions, mechanics and communication in general. The collaborating teachers will confer on how best to implement and enrich the curriculum by following through on interests aroused by the service jobs.

> *Log (6th grade class):*
>
> Lena wrote this report for you. "Our class is called the *Community Service Class.* We learn about agencies that serve our neighborhood. We have gone to many of them with our teacher and our group teacher. We visited Bronx Hospital, the Public Library, Forest House and the Health Center. We put notices about them in our school newspaper. We help the PTA by serving at class teas. We take visitors around the school. We like to have parents visit. Here is one notice we put in our school newspaper: 'Do you like stories? There is a story hour at the library. It is every Thursday at four o'clock.' "

The Student Council or School Civic Club

These groups which operate differently in each school are usually under the guidance of the ADNS administrator or a group teacher assigned to one of the upper grades. The following minutes kept by a few of these student groups and their counselors will indicate, in general, how their meetings are conducted, and suggest the kinds of activities in which they engage.

"MINUTES OF THE STUDENT COUNCIL CIVIC CLUB
Second Meeting . . . . October 13 Catherine J., Class 6-2
Secretary

The meeting was opened by Gilda. The minutes were accepted as read. Gilda asked about old business. Milton said that a boy in his class suggested that we should put monitors in the schoolyard to keep the children in at lunch time. We talked about ordering people around. Ralph thought it would be better to have people from our Council go to the rooms and explain the dangers of going out in the street to play. He said we should set up a little store in the yard and sell candy and then they wouldn't need to go out to get it. Betty made a report on what the SCCC did when her brother was president. This is what she said. They had a drive for a clean school with posters and songs which they sang on the school intercom. They had a *Clean School Squad* and gave prizes in the assembly for the best helpers. They wrote to the Board of Education to have our school painted, and it was done. . . . John reported on what his cousin did when he was president. They made posters to remind the children to be quiet in the halls. They worked towards getting a school band. They made signs reminding everyone that we have the best record in our district for the least broken windows, and asked everyone to help us keep this record. They elected a Negro Citizen of the Year. They collected money to send food packages through CARE."

"STUDENT COUNCIL BULLETIN NO. 6:

. . . A letter was written to Commissioner Battle, the first Negro Policeman in New York City (1911), asking him to visit us and tell us about his experiences. He answered that he wasn't well now, but would like to come here this fall."

"REPORT OF THE STUDENT COUNCIL:

. . . All of the children are upset because we think our neighborhood is getting dirtier and dirtier. It looks as if people don't care about it anymore. Lots of old houses have been knocked down and a project is being built. When the old houses are empty, people throw garbage and papers on the sidewalk. Some of the delegates think we should write a good letter. Miss D says she can have a lot of copies made, if that's what we decide. We can take them home to our parents. Maybe it will help if we give copies away in the stores so other people can see them."

Developing Good Human Relations

Since good human relations call for knowledge and understanding which are developed most effectively through daily living experiences, ADNS children are afforded many such experiences both in the school and in the wider community. Curriculum is developed through meaningful centers of interest resulting from these experiences. Working and playing together, especially in the smaller groups made possible by the ADNS Program, the children learn to respect each other. They are in contact with adults and children of different religions and national origins as they cooperate in their daily studies, conduct service jobs, plan activities and participate in school and community functions. They develop relationships which make for more effective citizenship and more truly social living.

INTERSCHOOL VISITING

As children move on into the middle grades, they become more and more aware of social attitudes and strains. A large proportion of the children with whom the ADNS Program is involved are members of minority groups, and are very conscious of the difficulties that arise when people of many different backgrounds live and work in crowded city areas. It has become an accepted principle in the ADNS Program that, just as children in a classroom can learn how to work together towards a common purpose, so can children of many different neighborhoods if they get to know each other. Interschool visiting, as previously indicated in *Hands Across the River* (see page 79), is therefore carried on among the schools in the Program, and with other schools in the city as well.

The children from two schools with differing ethnic concentration visit to plan and share work, parties, dramatic performances, choral singing, etc. Children in one school became interested in tracing historically some of the highspots in the fight for Negro freedom. The research done by the class was incorporated in a play that the children wrote. With the cooperation of the two principals involved, the play was presented to their own school, predominantly Negro, and to a neighboring school, predominantly white. When the children arrived at the neighboring school, they were greeted by the school hostesses. After the performance, they visited in some of the classrooms with the white children. They ate together, played together and spent their money together in the local candy store. A friendliness developed and extended into an exchange of letters, telephone conversations, Saturday dates to go to places of interest together and home intervisitations.

Log (5th grade class):

> We invited our "sister" class from the school with which we had carried through a joint project, making toys for the children's ward in a local hospital. We had spent a day at their school and this was their return visit. First they were escorted to the library and viewed the exhibit we had prepared about Negro History Week. Then we went to the yard where our children had planned and set up games in which both groups participated. Back in the classroom, both groups met with a noted Negro lawyer who had been invited, and discussed the meaning of brotherhood with him. They offered him definitions such as cooperation, helping one another, sharing ideas, friendship for fun and knowledge. For a finale to the day, our children served refreshments they had prepared: homemade cookies, candies and chocolate milk:

Log (6th grade class):

> There has been an interesting development with the high

school students in the private school. As part of their community service program, they work with community organizations. We have arranged for some of the students to come to our school. We heard objections were raised by some of the parents of these students, but the students did come and found it a most gratifying experience. Our children love to play with these young people, and they listen to them. The young people, in turn, have learned a good deal from their association with the Puerto Rican children.

Log (6th grade class):

Contact was made with a neighboring private school whose children played in the same park as ours did. The purpose was to effect a program whereby the children of both schools could play together and get to know each other. When the teachers of both schools met in conference, it was found that the private school teachers themselves needed more orientation to the Puerto Rican children. A series of joint meetings was planned and a program of visitations by the teachers as well as by the children was arranged. Now the children are using certain facilities and equipment together, not only in the park, but also in the schools.

Meeting Outstanding Citizens

As a natural outgrowth of their orientation, ADNS children think in terms of personal contacts. They plan interviews and visits not only with people in their immediate neighborhoods but reach out to others as well. Many ADNS classes have had unusual experiences in their personal relationships with outstanding people in various fields of endeavor—writers, artists, lawyers, civil service commissioners, and other people who have contributed to the life of the city or the nation.

Log (6th grade class):

Many children had seen W.C. Handy as a guest on a television program, and wrote to invite him to visit the school. The children were overjoyed with his acceptance and set to work preparing a dramatization of great events in his life. They planned to present their play in the assembly on the day of his visit.

In order to get a more intimate approach, they made an appointment to see Mr. Handy in his office. He was so impressed with them that he had a photograph made of himself with the group and presented them with a collection of his songs as well as an autographed picture of himself. As an additional token, Mr. Handy gave the children a copy of his latest record which recounted how he came to write blues songs.

On their return to school, and for weeks afterwards, the children were busy doing research and gathering the necessary materials for their assembly program. Parents and neighbors were invited to attend. Mr. Handy, his wife and his accompanist came. The children dramatized highlights in his life and presented some dances which they had created for a few of his recordings. The record he had given the children on their visit to him was presented to the school. Mr. Handy spoke, and performed on the piano.

COMMEMORATIVE OCCASIONS

Establishing good human relations is an on-going process to which, very often, only token respect is accorded by observances during a "Day" or "Week." One school expanded Negro History Week into a year 'round activity. However, in keeping with the policy of setting aside certain days or weeks for particular emphasis, the All-Day Neighborhood Schools plan special ways in which to commemorate such occasions.

For *Negro History Week*, one Library Service Class prepared a reference sheet on Negroes in American history and circulated this throughout the school. In this work they were assisted by the school community coordinator as well as by their class and group teachers. The children also conferred with the local branch librarian as to stories and books stressing good human relations which they might introduce in the classrooms. The librarian gave them many good suggestions for making their storytelling exciting and effective. During Negro History Week these children went from class to class on a planned schedule, talking to the children about the history and culture of the Negro, telling them stories and introducing books for additional information and pleasure that could be found in the school and in the public library.

For *Discovery of Puerto Rico Day*, a fourth year class decided to plan an exhibit for that day. The children talked about items for display, calling upon the Puerto Rican children to tell them, in Spanish or in English, what they thought would be interesting to show. The Puerto Rican children spoke of the kinds of homes in which they had lived, of the farms, of the big cities. Based on this, the children decided to show city and farm life and were invited to put their display in the exhibit cases in the front corridor of the school. Puerto Rican children received their parents' permission and displayed objects and photographs they had brought with them from Puerto Rico. English-speaking children contributed by gathering pictures from magazines and newspapers, composing an information sheet of facts on Puerto Rico and finding books that tell stories of children in Puerto Rico.

The materials and objects were categorized for suitable display. Pictures from magazines and travel sections of newspapers were mounted. In planning the decor and placement, the children were divided into groups, each of which was composed of both English and Spanish speaking children, so that there was constant interchange. As they worked together, additional ideas came—to make papier-maché fruits and animals, to construct palm trees, to hang paintings in the corridor, to present a program of songs and dances to the assembly on that day, to print captions for the displays. The children wrote these captions in Spanish and English.

> *Log (4th grade class):*
>
> There was one interesting sidelight. John, an English-speaking child, and Pedro, a Spanish-speaking child, were working together to make a coconut palm tree. The classroom teacher and I noticed that the coconuts were being attached to the ends of the branches. We went over to them to question this. Pedro brightened up and said in Spanish, "I knew it was wrong. But he speaks English!" Although the groups were working harmoniously, there was still a vestige here of the feeling that an English-speaking boy knows more —even about coconut palms. I asked Pedro to find a picture and show John how the coconuts grow. He produced a photograph of himself under a coconut palm tree and all was righted. Both the classroom teacher and I felt that working together as the children were doing would help their present and future relations. The lesson was learned over and over again that some people know more about some things and others know more about other things and that we can all learn from one another.

Helping Children Experience and Contribute Toward a Widened Environment

In the same way that the child is guided to participate in and contribute, first to his class and then to his school, he is also introduced to the wider environment of the community and his responsibilities toward it. He is led to realize that even in the deprived areas where All-Day Neighborhood Schools are situated, many of his neighbors have made valuable contributions and he learns to respect what they have done, and to become interested in emulating them. This helps to counteract the negative aspects in the community—characteristics such as those referred to in the following description by a ten-year-old:

Snowfall in Harlem

The snow is falling on the Harlem streets.
It covers up the old buildings and the raggedy cars.
It beautifies the dirty garbage-laden streets.
It makes everything look like a white, beautiful castle.
How ugly it will be when the snow melts.

ADNS staffs are aware of the dismal dwellings and streets surrounding the school and the effects they have on children. But, as has been indicated, ADNS staff members work with neighborhood agencies which attempt to improve those aspects of disadvantaged neighborhoods. They try to bring into the children's purview those valuable human resources which can be found, fortunately, in almost every environment. Community leaders are visited by group teachers and children and are invited to speak to classes and school assemblies. Local organizations work with the school to their mutual advantage.

The extent of the children's relation to the community will of course depend on their maturity. Younger groups will have a more informal approach and a smaller contribution to make to the neighborhood. Although the younger child may serve as representative of his grade on the school's Student Council, his primary contact with the community will be made as he is guided in getting acquainted with it.

The older children, however, can make highly constructive contributions, as has been indicated on pages 91 and 92, in the discussion on civic clubs and student councils. Many examples of original thinking and resourcefulness might be cited in reference to the children's contributions. It was a civic club group which succeeded in having window guards put on the school windows, after collecting statistics to prove that windows had been broken unintentionally, by balls and not by rocks. Another group interviewed the chief librarian when they believed that there was need for a library in their neighborhood. Meat on their lunch menu was obtained by still another group of persistent petitioners. These junior citizens gained experience, developed a sense of duty and hopefulness about their community, made valuable suggestions and, when wisely guided, carried out worthwhile projects for its betterment.

A favorite club activity for young children.

THE AFTER-SCHOOL PROGRAM

THE CLUB

The ADNS club differs from other after-hours programs operating in the schools because of the enriched environment of each club room, where a group work program is conducted for a specific age group; because of its ADNS teacher's work with some club members during the school day; because of its emphasis on creative activities based on the children's interests; because of its non-competitive small-group situations in which the child can experience success; and because of its emphasis on the reinforcement of curriculum areas studied in the classroom. The atmosphere in the club is one of informality and warmth. A relaxed pursuit of group and individual interests, under the teacher's guidance, broadens and enriches the child's experience.

> *Log (2nd grade club):*
>
> The attitude of the club children is a constant joy. "You're nice to let us have such fun," Sharon burst out today. Other remarks I remember fondly are: Sammy about papier-maché, "Ooh, how messy. But I like the way it feels." And Josephine as she showed me her latest painting, "This is a masterpiece!"

The activities are not extracurricular but co-curricular. Recreation is the child's goal. The teacher focuses on the *create* in the word *recreation* and provides opportunities for the child to engage in original and constructive pursuits. The child's family knows that he is safe and supervised during a time of day when he might otherwise be "on the street."

Organization

At the beginning of the school year parents are informed about the after-school program at Parent Association meetings and by letters from the principal. Orientation to the program is more intensive in areas where the program is new or where there has been a change in the population. Parents or guardians are asked to come personally for registration of the children with the group teachers. To make it convenient for the registrants, both afternoon and evening hours are arranged. Thus, the parent and the group teacher meet and get acquainted. It is interesting to note the reasons given by parents who desire to have their children enrolled in the clubs. In a majority of cases, the parents work and are anxious to have their children supervised after school hours. But even mothers who are not working recognize the values in the after-school program and want their children included. They say, "It's good for him to play with other children his own age," or, "You seem to have such a good time," or, "He's safe when he's with a regular teacher." Many parents, whose children have previously been in the clubs, speak of better behavior at home.

There are always more applicants than can be accommodated in the ADNS club program, since there are many classes on each grade and only one club. It has been the practice for the group teacher to begin with fifteen children, accepting others after the initial group has been oriented. By this time, also, he will have become aware of those other children whose need to attend club is urgent enough to establish priority.

Log (5th grade club):

> Today, October 30, I admitted the 24th and 25th club members, reducing the waiting list to 36 children. Both of these were boys, each minus one parent: one boy's father lives away from home, the other's mother is hospitalized for psychiatric care. MORE THAN HALF the children in the club have only one parent at home or live with a guardian. Attendance at the club is excellent, and we usually have about three visitors every day. Germain invites his younger brother quite often.

The maximum size of each group is formally limited to 25 but it will frequently be found that there are a few extra children there as visitors (with parental consent, of course) who await an opening in the club. Preference is given to children who have no adequate supervision at home. This may be due to the fact that the mother is working, is ill or is overburdened with a large family. It may be that there is no mother in the home and supervision of the child is poor. Such children are frequently recommended for admission by school personnel, such as the social worker or guidance person, or by other social agencies. Some children are accepted at the recommendation of the principal and class teacher because of a special need—creative activities for a talented child, or the many group experiences afforded by the club for an asocial child.

The Club Climate Differs From That of the Classroom

Although the group teacher comes to the program as an experienced classroom teacher, he soon realizes that conducting the after-school program offers a new challenge to him. He must orient himself to a new situation, to a different kind of relationship with children. Much more than in the classroom, he needs to be a combination of friend, guide, teacher and guardian, and he must have an infinite capacity for listening sympathetically.

In reports and logs, ADNS group teachers have expressed the difference between class and club climate, and the ways in which they develop an enriching and informal club atmosphere. Some typical observations have been:

> At the end of a school day, children were restless, often irritable, and wanted only free activity. I had to plan their program in an organized yet flexible way to allow sufficient freedom but also control.
>
> Children did not always respond favorably to suggested plans or to new materials. I had to learn proper timing and be able to accept negative reactions at times.
>
> Individual children present different problems and need to be treated in different ways. There's the disturbed child who needs a more permissive atmosphere; the withdrawn child, who needs a friend to bolster him; the uninterested child, who goes around disturbing others; the aggressive child who needs more positive guidance.
>
> Many children went through an aggressive phase as they learned to assert themselves. Not only did I have to understand, but I had to help the classroom teacher accept this kind of behavior as a healthful change for a withdrawn child.

ADNS teachers adapt to the club situation in a number of ways, as indicated in the following statements:

> I make sure to find time for each child to talk with me—about new clothes, his report card, activities during the day, illness at home, other family happenings. In the more informal atmosphere of the club, the children talk more freely.
>
> Listening to children's conversations as they had their snack or worked in groups, I had many clues as to how I could provide for their interests and needs. Children experimented briefly at first with a variety of materials and different media of expression. This helped them get acquainted with their club surroundings and draw together in groups based on particular interests.
>
> Engaging in the same activity for successive days not only enabled children to pursue their interests but also helped them develop confidence and improve their skills. I learned to accept the fact that children may lose interest in an activity for a while and then return to it after some time has elapsed.

Snack time is for planning and sharing.

CLUB ACTIVITIES AND THEIR IMPLICATIONS

Eating Together

Snack time is the one item sure to appear on each day's agenda, either at three o'clock, or, if preceded by outdoor play, a half hour later. Each club group and its teacher then sit down together and share the sandwiches, fruit and milk supplied by the Board of Education. The sustenance is needed after a full school day, and the change of pace is welcome, but the snack time has other values as well.

Eating together has an anciently recognized and strongly affective significance: those who break bread together are friends. During the club snack time there is a friendly sharing of experiences as well as food, a relating to others as well as a recounting of the day's events. Young children may need coaxing to try unfamiliar sandwich fillings, while the older ones may want to bolt the food and "get going," but the teacher will gradually help them set up snack-time standards which make this a pleasant interlude. Routines must be established for setting tables, washing hands and waiting until all are served. Perhaps the third grade club will decorate its oilcloth place mats with gaily colored wools; perhaps sixth graders will set the tables for the first grade club and help them serve for their first few weeks. A committee of fourth and fifth grade club members may deliver the trays of food to the various club rooms or to their area of the lunch room. There are as many variations as there are clubs, but all are devised to make snack time a meeting of friends who enjoy eating together.

Log (3rd grade club):

> Alice, who asks in many ways for attention, announced during snack time that Friday would be her birthday. We decided to have a special dessert on Friday. Beatrice offered to bring in crackers and Maria said we could put whipped cream on them. There was discussion on how to make whipped cream. We made it on Friday, and that was quite an event. Then Alice proudly served the birthday treat. Now we shall look forward to a crumb-crusted chocolate pie on Wayne's birthday in a week or so.

Log (1st grade club):

> Last week, when Elijah started smearing the jam from his sandwich in a design on the tray, I suggested that he use a spoon instead of his fingers. How's that for forbearance? I also made note to bring to club some raisins, cherries and peanut butter. Today we had cream cheese sandwiches at snack time and we all made some "edible art." Among the art consumed were a raisin beard and peanut butter necktie. There were cherry noses and lips galore, raisin eyes and peanut-butter hair in all shapes and proportions.

Active Play

Before snack time, or after tables are cleared, about 20 or 30 minutes of active play, outdoors in good weather, are provided. The younger children's games are simple; they are replaced by more organized sports for the older ones. Park Department playgrounds and pools, the facilities of Boys' Clubs, "Y's" and settlement houses are sometimes used. One ADNS club program was invited to use the swimming pool in a nearby private school. Healthful exercise and the development of physical skills are involved in these activities. In addition the group teacher takes advantage of the situations to develop desirable social and emotional attitudes.

Creative Activities

The activities planned by teacher and club for the remaining part of the afternoon are often related to the classroom interests in arts, crafts, dramatics, music and language arts. It will be seen that activities described in this bulletin under *The School Day* sometimes serve equally well in the club program. This is especially so in the lower grade clubs, where informal work-play activities are part of the curriculum.

Log (3rd grade club):

> Some of the children constructed a whole housing development in the blockbuilding area. Carlos went there with his ambulance because, suddenly, there was a fire (imaginary, thank goodness). He and Howard carried a realistically limp John to the ambulance. Gerald took on the role of policeman and escorted the ambulance to the hospital (the housekeeping area). He was alert to see that John, who is in reality his younger brother, was properly cared for by Carlos and Howard.

Often clubs on the third year level do weaving and sewing to support the class unit on "Clothing." Classroom teachers have commented on the resulting depth of understanding and inventiveness shown during the school day. The older children's clubs tend to specialize in one area or another. Some fourth to sixth year clubs may concentrate much of their time on dramatics, music, sports or dance. The teacher, with his knowledge of the school day's program can guide the activities in such a way that they support the class work.

Log (upper grade girls' club):

> During dressmaking activities we designed dresses with classical motifs, in line with the pervading interest in the Spring Festival which will be based on Greek myths. In looking for dress designs, the girls did research in many ways: not only looking in books, magazines, catalogues and advertisements, but also scruti-

nizing local architecture for details of doors, moldings and tiling (around a swimming pool).

Log (6th grade boys' club):

Because of the wide difference in the development of boys and girls, and in their interests, at the fifth and sixth year level we have separate clubs. However, we have made definite attempts to have these two groups work together on certain activities. My group of boys taught the girls how to work with lumber. The girls taught the boys how to sew. Both clubs worked with clay, planning the objects to be made and arranging a schedule for the use of the kiln in the boys' club room. They gave a joint program to the school that required much planning and rehearsing together. One of their favorite periods was square dancing. For one of the parties held before a holiday, committees of boys and girls made refreshments.

Log (4th to 6th grade boys' club):

Our *Pots and Pans Band* has become celebrated. Our pictures were in the Amsterdam News and people asked us for autographs after the concert on the Mall in Central Park.

Language Arts Activities

The club program differs from the classroom program in that there is no instruction carried on in subject areas, as such, during the club session. Yet children sometimes take time to do homework, to read or to ask the teacher or volunteer worker about school work with which they have had difficulty in class. A continual and important part of the club program is the *subject-content learnings* which are an integral part of the club activities. When a spot check was made in three schools to determine the language arts content during one week of club sessions, results indicated that over three hours of the ten-hour club week had been spent in interests directly related to language learnings. One item showed that the teachers involved had read a total of 21 stories to their clubs that week.

Log (3rd grade club):

One of the most encouraging aspects is the interest shown in our library corner. There is a rather good assortment of books to which the children and I added others. All are popular. I noticed that many of the children would read to a group. For a long time I tried to lead this interest in the direction of dramatizing some of the favorites, but the children were seldom in the mood for this. But last week the fifth and sixth grade girls' club came in and dramatized *Rumpelstiltskin* for us. This stimulated my group so that we have had some fine dramatizations. I hope we can keep it up.

Log (4th grade club):

Our trip to the local branch library had a wonderful effect. The children seemed to respond to the physical presence of so many books. Later, when we were discussing a setting for a play about some children who were generous and happy, many suggested the library. "Only nice things could happen there," said Arthur. Today, Jenny showed me a sentence that appealed to her in a book she was reading in club. Someone ran out "in a raging storm" to get help. "A storm is right for trouble," said Jenny. "Because even if you don't feel the danger, you have to feel the cold."

Log (older boys' club):

The boys asked that we schedule a story-reading time several days a week. We tell each other stories (Herman is a gold mine of jokes) and we started reading aloud the book, *Blue Jeans.*

Log (2nd grade club):

Story writing becomes more important as children come to get my help in writing their reports on what they have been doing. I help them to jot down their reports, letter them with the felt pen, help select a title and let the narrator use my felt pen to add his name. The "story" goes on the bulletin board for all to read.

Trips

With every club, an occasional trip may take up a large part of the day's program. Younger children will be taken on brief trips in the neighborhood to see places of interest related to their club activities. Fourth to sixth grade children will go farther afield, but perhaps less frequently than the early childhood groups. Museums, the Battery, a local hospital, a shop where flags are made, a settlement house, are among the many places which have been visited at appropriate times by clubs. Intervisitation with other schools, especially in school areas of different ethnic concentration are common. Plays, concerts and recitals are sometimes attended not only by classes but by club groups, also. Trips described in some detail on pages 23 and 77, although experienced during the school day, are not dissimilar to those carried on in the after-school clubs.

Log (6th grade boys' club):

The trip to the Planetarium was so interesting that related activities have been going on ever since. One club project, a model of the solar system, has been demonstrated in all fifth and sixth grade classrooms.

Log (1st grade club):

On our way to the park we saw a truck that could macerate into a pulp tree branches broken off or cut off because of the storm. Our fascinated gaze encouraged the men to stuff bigger and bigger chunks into its maw. Finally it got stuck, and we thanklessly went on our way to the chrysanthemum gardens. So lovely! There was much discussion of the many colors.

Log (5th grade club):

We visited the club in another All-Day Neighborhood School with which our club is planning to give a joint program of songs. We sang a few for their approval. Then we had refreshments and played games together. The time went very fast. They escorted us to the subway, and on the way we planned their visit to us. It will be soon.

The Child Emerges as an Individual

Curriculum in the All-Day Neighborhood School Program is based largely on experiences shared by a group of children and developed on the basis of each child's understanding of those experiences. It is more important than ever that the teacher learn about the child's ways of reaching such understanding, and that he be aware of those attitudes, desires, fears and habits which most affect the child's learning and development. The behavior and learning patterns of *individual children,* therefore, are especially noted by the ADNS teacher, as has been evidenced by the content of so many of the logs quoted in this bulletin. ADNS teachers, like all good teachers, try to strengthen the insecure child, channelize the aggressive and help the isolated to start relating to others. But the ADNS teacher has greater opportunities to attend to such needs of individual children, for he works with them in smaller groups during the school day and again in the after-school program.

The group teacher sees new facets of individual children due to the informality of the club period. For example, one child who was making a table mat for a birthday party said, "When it is my birthday I get ticklish inside like I'm all squeezed up." Another child said, "I don't know why I'm bothering to make such a pretty handkerchief case for my mother. She doesn't even deserve it." Children's discussion of their blockbuilding can be very revealing. After building a boat, one child stretched out in it and "went to sleep." He said, "*Nobody* is sleeping with me now. I have lots of room and nobody is bothering me."

Log (3rd grade club):

Bernice, although an attractive, brilliant and well-cared-for child, has been quite unpopular. Wary, shrewd and domineering, she would never accept the leadership of another child. She went to great lengths to hold the center of attention, on one occasion pretending to have swallowed tacks, on another kneeling before visitors as they entered the club room and pleading super-dramatically that they not interfere with our plans to go to the park.

When I spoke with the social worker about Bernice, he told me of the court case which had caused her family's affairs to be spread luridly in the tabloids when the child was five, and which was intended to separate her from her mother. An almost hysterical need for attention seems to be one of its effects on Bernice.

We are trying to meet some of her needs through dramatics and puppetry in the club program. She has been helpful to other children in craft work. She has been given an individual reading program using, in class and club, library books selected to give full range to her exceptional reading ability and wide interests. The extra time, attention and help offered by the ADNS Program seems gradually to be helping her relax her fierce rivalry and scorn, and she begins to make a better social adjustment.

Log (4th grade club):

Our obese Johnny finally begins to gain satisfaction from his real achievements in painting, woodwork and weaving. Also successful in his work with clay, he has been expressing himself less frequently through aggressiveness. His classroom teacher is delighted with the change she sees in him.

Log (6th grade club):

He wept when expelled from the club. Is THIS a bad penny? Edward-Emmanuel socked one kid too many.

During my recent conference with our social worker it struck me that my failure with Edward-Emmanuel may well be the result of my dislike of the child. Consequently I tend to neglect him during the club activities unless he's in trouble. I have now begun to make it a point to be in close contact with him at some time each day. (He's back in the club, of course.)

Log (1st grade club):

Etta is babyish in many ways. She seems unhappy and bewildered except when she is playing alone in the housekeeping area. There she quietly dresses and undresses the dolls, combs their hair, washes their clothes and busily puts all in order. Suddenly I realize what this peaceful interlude means to her: an escape from the confusion of her home where there are *eleven* siblings!

As the children begin to feel the cohesiveness of the club and grow in knowledge of each other their attitudes change. Rewarding friendships are built. Teacher observations of this process are recorded in the following quotations:

> In the beginning many children kept to one activity in which they felt secure and would repeat this every day. As they became assured of my acceptance and as I offered more media of expression, children began to accept a new challenge. Interest in a new medium made some children selfish. When they realized that the materials were constantly available and that other media were giving pleasure too, they learned to take turns. We arranged a rotation schedule for the more popular activities.
>
> At first, children pursued their individual interests and kept to themselves. As friendships formed, they began to plan activities together and suited their play to their combined needs and interests. In due time, this led to a regular planning period at the beginning of almost every session. The children's span of interest varied. But often, an activity would engage them for days and grow with each day, becoming more complex and including more children. The general tone of creativity and acceptance encouraged children to experiment with materials in their own way and to take on leadership roles. One girl directed a dramatization planned by a group; a boy created interesting abstract figures reminiscent of animals; two children showed unique ability in draping lengths of cloth for costuming effects.

The following detailed accounts of two after-school programs will indicate how children have been helped to grow and to develop through engaging in club activities.

> *Creative Rhythms and Dancing in a Sixth Year Club*
>
> The sixth year club is alive with boys and girls moving to music. (I avoid the word "dancing" because it brought out stereotypes of ballroom dancing when I used it.) We move to music, responding to the tempo and listening to what the music impels us to do. The response to mood—sad, gay, lively, calm, vigorous, angry—has been rewarding. We started by sitting on the floor and moving different parts of the body separately—head, neck, shoulders, arms, hands, fingers. Then we rose up on our knees—we bent forward, sideways and backwards. We then moved about the room freely to the accompaniment of music. Alfred interpreted in his usual Spanish style. Nina, who has had ballet training, introduced ballet attitudes. Since there was so much interest in ballet, I brought in some old ballet program booklets and some pictures and books on the ballet. A tender vignette

which I recall is of Marta, holding a book on ballet positions in her chubby hands, reading and keeping time to "Waltz of the Flowers."

One day a group of children decided to tell a story using dance as the medium. They went off in a huddle to the side of the room. After a short period of planning, they sketched out the story for me so that I might play appropriate piano music for their presentation. Anna danced the part of the "Good Spirit." All the others were curled and crouched on the ground. They were the unopened flowers. As Anna danced around them, they unfurled and created a lovely dance group. Then Rosa, the "Bad Spirit," danced by. As she touched each flower, it wilted and fell to the ground. Anna and Rosa then fought, and virtue, in the shape of Anna, triumphed. Rosa lay prostrate. The flowers, warmed by Anna, raised their heads again. Afterwards Rosa came to me and asked if we might revise the ending. She didn't want to remain a bad spirit. Couldn't she be changed into a pretty flower at the end? We decided to use this ending.

The children were so happy with this dance that they invited the fourth year club to see it. These younger children caught the meaning and the spirit. One boy said that Anna was the sun and Rosa the storm clouds. Excellent creative language work ensued as new moods and new steps were introduced.

Such dancing affords countless opportunities for self-expression. The more reticent boys needed very little urging to mime football, basketball and swimming movements in perfect time with the music. Each dancer moves the way he feels. Every response is valid. The only stipulation is that each dancer must listen to the music and keep with it. The vigorous dancing is a wonderful outlet for large muscular movements. The ear is trained to catch differences in time and mood. The joint creation of dance stories offers the chance to work cooperatively with a group. The program has been effective in bringing out the creativity of individual children.

Maria is a quick-tempered emotional girl. Sensitive to the least criticism, she breaks down and weeps at the slightest disappointment. She has found great security and joy in dancing. She feels no competition since each dancer responds in his own way. She has begun to work better in a group, too, where children help each other create a cooperative story.

Leo's mother died, after being in and out of hospitals for a long while. One day he came in and asked me to come with him to view his dead mother at a funeral home nearby. Although he was staying out of school until after the funeral, he came to club that afternoon and asked to join the dancing group.

Dolores wanted to draw people. I suggested that she watch the dancers and imitate their movements with the brush. She and Pedro did some magnificent sketches. This soon spread to other children. Before long, there were dancers in many positions and painters setting the positions down on paper. Dolores explained to her classroom teacher how to do this. "You either move into the position and feel it or you watch the others dance." We had an exhibit of these pictures in the corridor.

James is a wonderful singer and dancer. He showed great skill in manipulating the bongo drums. He invented all sorts of counterbeats for our rhythms and dancing. After a while the duo of my piano and his bongo drums became a regular accompaniment to our dancing.

We are now making costumes for a performance which we will give in the assembly. Both boys and girls are learning to sew. We have enlisted the services of a few mothers who are helping us with the patterns. These are being cut out of newspaper before we attempt anything with the materials.

A Fifth Grade Child Describes Her Club

We have a large club and a nice big room. Some of us like to play house. Myrta dresses up as a mother. We have dishes and play furniture. We need a bed for our doll children. We are going to make one out of a melon box.

We have a painting studio. We weave and sew. We have some new table games, *The Nurses, Pirate and Traveller* and *The Shoemaker and the Elves.* Sometimes we dance and jump rope.

We can also do our homework and read in the quiet part of our club room. Mrs. H and Miss A, our college student teachers, help us. They explain words we do not understand.

In club we have some new pets: a worm, a spider, a monarch butterfly, a caterpillar. We keep finding out interesting things. Field plants have tough roots that help hold the soil on the earth's crust. Forest trees soak up the rain water that falls from the clouds. They hold the rain water for a long time so that it will not evaporate in a hurry. Then the water trickles down into brooks, rivers, reservoirs, runs into pipes under streets and into our bathtubs and water glasses.

THE EXTRA "TEACHERS" IN THE CLUB ROOM

Cooperating Students

Among those cooperating with the after-school part of the ADNS Program are students of education who are required to gain field experience in an agency working with children. For many years, colleges and universities in the City have been assigning such students to work with the ADNS Program, over 200 of them each semester. In many instances, these are the only experiences with groups of children which these students will have before they are appointed as classroom teachers.

> Each term we assign about 120 students to various All-Day Neighborhood School centers. The students serve as assistants to teachers and work directly with children as part of a laboratory experience requirement in our course in Child and Adolescent Psychology. This is an opportunity to test themselves in a school situation prior to becoming teachers. Of course, the students make a contribution to the activities, but nevertheless we are aware that they also gain a good deal from the supervisory skills of the staff. (Harold E. Abelson, Dean, School of Education, The City College.)

Since the cooperating students are not licensed teachers, they work under the supervision of the group teachers. Perhaps four or five children in a club are assigned to a student who works with them in his area of competence—dance, music, storytelling, art, games—or at other activities suggested by the group teacher. Help in reading is one of the areas in which the students' work is much appreciated. The children profit from the smaller working groups thus made possible and usually relate very well to the young adults.

Log (3rd grade club):

> Our cooperating student, Mr. R, brought in his drums at my request. He also brought a huge gong and hammer, whistles and various brushes and sticks. First he played and we moved about as the rhythms suggested, then we sat and noted how he got the different effects to which we had been reacting. THEN the children were allowed to try the equipment. David and Peter were more excited than the rest of us, if that's possible. Peter seems to have real ability. I must speak to his mother about it.

Log (6th grade boys' club):

> The boys are really enjoying their new cooperating students from college. Milton is our "expert" on chess, Jerry, who plays the trumpet is our music "expert," and the other two are art "experts." They are all wonderful. (Administrator's note in log: I'll wager that much of their value to the club is because you utilize their capabilities. No wonder we always have so many applications for placement of these students in our school.)

Many of the cooperating students come back to the schools as volunteers after completing their required attendance. It is quite common for some of them to ask for assignment to the schools in which they served as cooperating students when they qualify and become licensed teachers.

Volunteers

In addition to the college students who return as volunteers, there are other helpers in the All-Day Neighborhood Schools. Among the younger volunteers are junior high school and senior high school students, former ADNS students, members of the Junior Red Cross and Junior Volunteer Corps and other high school and private school students.

Adult volunteers from among the parents and other local citizens and from the PEA Committee for the All-Day Neighborhood Schools, perform valuable services as they work with small groups of children under the group teacher's supervision. They help with lunch and story hour, give instruction in their areas of special competence, accompany the clubs on trips, and—always most important—each of them becomes still another interested adult to whom a child can relate in a positive manner.

Social Work Trainees

In 1961 the Fordham University School of Social Work received a grant from the National Institute of Mental Health to train social workers in a group work setting, using the All-Day Neighborhood Schools because of their special group work program during the school day and after school. A unit of graduate social workers has been assigned to one of our All-Day Neighborhood Schools. A full-time trained social worker supervises the work of these students. The students work during the school day and after school with children selected by the guidance workers and the Bureau of Child Guidance social worker because they need special attention. The classroom teachers are finding this additional help, for between 40 and 50 children each year, of great value.

The student social workers report that they are gaining insight into the problems schools face and the skills with which teachers meet the challenge.

THE AFTER-SCHOOL PROGRAM AS IT RELATES TO THE CLASSROOM PROGRAM

There is a close interaction between classroom and club. The informality of the club program affords the ADNS teacher many opportunities to gain a fresh viewpoint, and to learn new methods of dealing with individual children. Just as learnings and interests acquired in class are carried farther in club, so the children take back to the classroom, from the club, the techniques and other learnings acquired, and the attitudes of cooperation and initiative which are emphasized there. Since the ADNS teacher is aware of the interests and projects of the classrooms, these can be enriched through the activities and materials available in club. Thus the club program becomes an integral part of the child's school life and the group teacher is the bridge linking club to class.

The "ripple effect" which begins in the groups and clubs of the All-Day Neighborhood School Program spreads throughout a school. The classroom teacher benefits from the work of the group teacher, who may or may not be working with him during the school day but who is the teacher of the club which some of his pupils attend. The interaction between these children and their classmates who do not attend club, and the enrichment of classroom activities by learnings and attitudes gained in the club, contribute to this "ripple effect." In adjoining classrooms we find emulation of successful practices established in a room because of club interests brought there. School conferences, and less formal discussions, take on an added dimension because group teachers see the children in relaxed, less structured club situations as well as in class. Therefore they can help other teachers become aware of hitherto unrecognized qualities in children who attend the ADNS clubs.

PARENTS AND COMMUNITY BENEFIT FROM CLUB

One does not have to debate the fact that a community that can keep the children of working parents gainfully occupied while the parents are at work has taken a great step in caring for many of its community woes. Further, the parent who doesn't have the anxiety of wondering how her children are faring when she is away from the home is a better producer and is less irritable and happier when she does return to her family.

However, the ADNS Program is not a baby-sitting program. When the children with the greatest need are involved in a culturally rich after-school program in an ADNS school, the parents gain in many ways. First of all, no child is admitted to club without a parent interview at which time the aim and activities of the club are presented. The parent immediately feels that he is the recipient of a valuable service for his child and therefore accepts responsibility for the child's regular, continuous attendance. The child's recognition of the importance attached to the club by the parent makes it simple for him to discuss the club activities at home. As Christmas and birthday gifts children often ask for books and materials which have become familiar in clubs. At times, special meetings are arranged where parents participate in club activities and learn to appreciate the value of these. Family weekend and vacation excursions are often undertaken because the children desire to return to certain places they visited with the club.

Parents soon realize that the club offers more than after-school care for their children. Talents discovered in their children make them proud and often change their attitudes about their children's abilities. Parents communicate their feeling about club to the larger community.

THE ADNS CLUB — A PREVENTIVE PROGRAM

The club program provides that intimate, informal relationship between teacher and pupil that permits careful study of the individual child. Authorities have stated that as early as five or six years of age pre-delinquency can be detected. If this is true, and we believe it is, the teacher in the club situation can provide necessary guidance and direction. Careful records can be kept that will be of value to the classroom teacher. The home can be contacted and response is liable to be more positive due to the understanding, warm, informal atmosphere existing in the club room.

The club program can permit deviation of behavior that necessarily could not be permitted in the classroom. This behavior can be properly channeled during a club program.

The club program is not only an ideal setting in which to observe children as they play, but it also provides two extra hours daily during which the child is available for consultation with the administrator and school psychiatric worker. The sound relationship established in the club between the child and an interested adult encourages constructive behavior. Using the child's strengths and interests the club program involves him in activities and materials which he understands and which lead to successful achievement. The individual self image is strengthened; feelings of respect and dignity about himself emerge. Thus loneliness, anger, frustration and failure recede.

Citizens' committee planning annual school-community event.

THE SCHOOL AS PART OF THE COMMUNITY

THE ADNS PROGRAM AND THE COMMUNITY

Since the educational environment extends beyond the school into the wider community, the ADNS Program concerns itself with the needs of the community as well as those of the school. It strives to develop and support citizen participation in meeting these needs. Helping parents and citizens to realize that they can effect needed changes is a valuable contribution to community life. Such guidance of parents and other citizens requires more time and attention than can be given by the principal of the school. The community relations consultant, a member of the ADNS Program's administrative staff, supplies this guidance to All-Day Neighborhood Schools as one of her most important duties.

THE ROLE OF THE COMMUNITY RELATIONS CONSULTANT

The community relations consultant works under the general supervision of the director of the ADNS Program. She maintains close liaison with the Human Relations Unit of the Board of Education and cooperates with the Bureau of Community Education. In each All-Day Neighborhood School, she works under the supervision of the principal and with other members of the staff who are especially concerned with parent education and school-community relations. These staff members may include an assistant principal, a guidance worker, the ADNS administrator, a non-English coordinator or the auxiliary teacher.

In the activities planned with parents and other citizens, the community relations consultant does not take charge, but rather guides, encourages and participates. To be effective in such a role, the consultant must have a basic orientation in education, an awareness of and involvement with various organizations concerned with community activities and recreation, and the ability to function well with these community groups.

The ADNS community relations consultant maintains liaison with agencies furthering good human relations, such as the local youth councils and neighborhood houses and, in the wider community, with the National Council of Christians and Jews, the Public Education Association, etc.

To assist in this work, the position of school-community coordinator has been provided in some of the All-Day Neighborhood Schools. In a few ADNS units, this position is filled by using the position of one group teacher for this purpose; in others, by remunerating an additional worker with funds made available by the Public Education Association. Where there is a community coordinator in the school, the community relations consultant serves in an advisory capacity and as a resource person on community activities. In schools which have no school-community coordinator, she acts as a consultant to the principal and the ADNS administrator on community affairs, and in planning and setting up community programs.

Work With School Personnel

Teachers in New York City frequently reside outside the areas where they teach, and orientation to the school neighborhood is often advisable. This is sometimes provided by the community relations consultant or the school-community coordinator who works closely with the personnel in each of the All-Day Neighborhood Schools. For example, in some of the schools where many of the pupils come from housing projects, it has proved advantageous to hold one of the monthly staff conferences in a project meeting room. After the conference, teachers may be invited to stop in for coffee at the apartments of tenants whose children attend the school. In this way, they get some idea of the children's home surroundings and backgrounds. Principals sometimes request that the consultant or coordinator attend or invite local people to attend school conferences and to discuss neighborhood characteristics, facilities or problems with the school staff.

As is indicated by ADNS teachers' logs, classes studying their own community are often helped by the consultant or coordinator. She obtains resource people and special curriculum materials for classroom or school-wide projects promoting good human relations. She assists in arrangements for interschool visits between ADNS and private schools, or schools in markedly different areas of the city.

Work With Parents

The community relations consultant and the school-community coordinators under the supervision of the principal work closely with parents, helping them to discover the leaders in their groups; guiding in the organization of meetings on such subjects as child-parent problems, nutrition, the work of the school, the neighborhood agencies and better understanding of inter-group relations. They help obtain resource persons and material for these meetings. They assist with special projects such as fund-raising bazaars; they cooperate with community drives for the Blood Bank, chest x-rays and other needs that arise. They encourage parents to participate in school and after-school programs, to serve as crossing guards and school aides, and in general to assume their share of responsibility for the welfare of the school.

As parents become active in the school, developing their talents and abilities, and participating in school experiences along with the children, they begin to feel that the school is theirs also, and want to know how they can be of further service in terms of "our children," not only "my child." Parents have acted as interpreters during registration of club children, accompanied children and teachers on trips, prepared exhibits, assisted in classrooms and library and persuaded creative artists and performers to offer their special talents to the school. When qualified, they have conducted after-school groups in cooking, sewing, dancing and arts and crafts. One parent gave an aquarium of tropical fish to a class and instructed the children on their care and characteristics. Parents and children often serve together as hosts to visitors and at meetings in the school as indicated in the following reports.

> Parents assisted the Library Service Class to prepare an exhibit and sale of children's books during Book Week this year. The emphasis was placed on showing inexpensive books, other than comic books, that can be attractive to children of different ages. Parents and children came, browsed and bought books.
>
> The Halloween Festival in our school has now become a community undertaking. Young children, teenagers, parents and school personnel work together making plans, preparing refreshments, publicizing the event, offering an attractive program. This festival has served as a means of increasing and pooling our UNICEF contributions as well as preventing vandalism on Halloween.

Working together has developed friendships between parents and the school personnel. In one school, parents and teachers together went to contribute to a Blood Bank. In some schools, dramatic and choral groups have been formed where parents, teachers and children join together to write plays and plan music festivals to be presented before the school and parent groups.

When an exhibit on the All-Day Neighborhood Schools came to our school, the parents used it as an opportunity for preparing and conducting a joint meeting with other schools on the program. There was a large attendance. The children performed, and the parents of one of the visiting schools presented an original dramatic skit. Community agencies and the colleges were notified of the exhibit and a special open house was held for that one afternoon with the parents and children serving as hosts. Twenty-one agencies sent representatives, attended the special meeting and used the opportunity to visit in the after-school clubs.

Special evening meetings have been devoted to the parents of children in the after-school groups. Children come with their parents and introduce them to their group teachers. Because parents frequently express interest in the clubs one of these meetings was devoted to a demonstration of club activities. Parents and children together enjoyed using paints and tools, and listening to recordings. The parents learned some of the skills from their children and taught others to the children and teachers. The meeting was pleasantly concluded with refreshments.

Work With Citizens of the Community

In addition to working with parent groups, the ADNS Program encourages the formation of citizens' committees to help meet school and community needs. These committees are drawn from a cross section of residents of the neighborhood—parents of children in the local school, storekeepers, industrial workers, professional people, members of social agencies, religious groups, representatives of the local school board and housewives. Many former members of the parent organizations "graduate" into these committees, providing continuity and continually developing leadership.

These citizens' committees serve many functions: they bring volunteer workers into the school, publicize the All-Day Neighborhood Schools locally, raise money for additional supplies and for summer school programs. They work with other community organizations to meet neighborhood needs, supporting such projects as rent clinics, public housing, extension of library services and encouraging use of health facilities.

One of the goals of the ADNS Program is the extended use of school buildings to provide the educational and recreational activities needed by the community. The citizens' committees support existing programs of this kind, and meet with the appropriate officials to urge that these programs be extended or supplemented by new ones where needed. When such programs are established, parents and other citizens are guided to accept their responsibility for a successful continuation of the programs.

The community relations consultant and the school-community coordinators work with local ADNS citizens' committees, each of which holds regular meetings and plans its own programs. An example of how the community relations consultant guides citizens in their efforts to solve a neighborhood problem follows:

> Parents and other residents spoke at a meeting of the ADNS citizens' committee about a park near this school which was seldom used because of its neglected condition and the unsavory persons who frequented it. Teachers present at the meeting verified these statements, and added that they and their pupils were also unable to use the park. Knowing that this was a worthwhile project for citizen action, I suggested that we arrange a meeting with the other groups serving the area to find ways of having the park made safe and pleasant. Other nearby schools, the local branch of the public library, a home for the aged, churches, a nursery school, a hospital and the local police precinct responded. At this meeting our goals were clarified, and delegates were chosen to contact the Commissioner of Parks and to meet with the Borough President of Manhattan. I was able to provide guidance to these citizens in writing letters, speaking before new groups, winning allies and obtaining interviews. These were all important educational experiences, of course. Local political groups have now had further meetings and have asked that funds be allocated in the coming budget to make the park a good recreational area. Better lighting and more frequent police patrols have already been obtained.

INFLUENCE OF THE ADNS PROGRAM ON THE CULTURAL GROWTH OF THE COMMUNITY

One of the goals of the ADNS Program is to make the school the hub of activity for the community. Not only does the program involve the children in trips, cultural activities and hobbies that will have far reaching effects in enriching their lives, but it also encourages parents and other members of the community to participate in these activities. Opportunities are provided for members of the community to contribute their talents and skills during the day and in the club program as well as for participating in parent workshops. The ever widening involvement of parents and children in activities emanating from the school has a catalytic effect on the entire neighborhood.

The administrator and school-community coordinator attend civic meetings in the areas and serve on the community boards which aim for neighborhood betterment. These school liaison people contact leading citizens who can help raise the sights of the communities.

THE PUBLIC EDUCATION ASSOCIATION COMMITTEE FOR THE ALL-DAY NEIGHBORHOOD SCHOOLS

In addition to the local citizens' committees, there is a city-wide committee with which the ADNS director and staff work closely. It cooperates with the Board of Education in promoting the growth and activities of the ADNS Program. It raises funds to publicize the program, and has helped increase citizen and community interest in new All-Day Neighborhood Schools as they are added. This committee, now a subcommittee of the Public Education Association, has been active in developing and promoting the program since its inception. The committee obtains funds for operating services which are not financed by the Board of Education. These include additional school-community coordinators and after-school group teachers, Saturday Theatre activities and programs for which there are special needs in individual schools. Many foundations and associations which have funds available for educational purposes have made grants to the ADNS Program through this committee.

The Council of ADNS Citizens' Committees

The Public Education Association Committee for the ADNS has organized a council made up of two representatives of each local citizens' committee, or two representatives of the parents association. An officer of the Public Education Association Committee for ADNS serves as chairman of the council at its regular monthly meetings. It is at the council that local citizens from widely separated areas realize they are part of a wider community and learn to work together with people from other locations and cultural backgrounds. It is here, too, that the Public Education Association Committee for the ADNS is kept alert to changes in the various schools. The ADNS community relations consultant and the director of the program not only attend all council meetings, but help in the planning of the meetings and in carrying out various projects. It is in the council that there is achieved an interlocking of the professional staff of the program with the grassroots committees and the city-wide committee.

Report (by community relations consultant):

> **The highlight of the council's activities this year was its Weekend Conference on the theme of *School and Community—Partners in a Changing World*. This title is a good summary of what happened at the Conference, which was held at the Hudson Guild Farm in Netcong, N. J. Many of the participants brought their spouses and children, and together we all worked, played and enjoyed the rolling countryside and the good food and company in the large dining hall. School personnel, including many from the ADNS staff, parents, members of citizens' committees, the Saturday**

Theatre Committee, three Puerto Rican exchange teachers, as well as representatives from headquarters at the Board of Education, were present. Problems and accomplishments were discussed freely and informally in the various panels. The guest speakers were excellent. Reports received after the conference indicated it had been a useful and enjoyable experience.

Project 108

For some time the All-Day Neighborhood School Program has been concerned about the 12-14 year olds who had attended the ADNS after-school activities in the elementary school but fail to take advantage of the resources offered to them in their junior high school. Many of these children keep returning to their All-Day Neighborhood Schools for the after-school activities there. Some of these young people serve as volunteers in the lower grade clubs. A few who are qualified help children with homework and reading. However, this does not bridge the gap between the elementary school and the junior high school.

To find a solution to this problem a special project was made possible by a grant to the ADNS Program through the Public Education Association. It was called "Project 108" because it was established in Public School 108M, an All-Day Neighborhood School located at Madison Avenue and 108th Street. It includes a guidance worker, who acts as *Group-Work Coordinator* and arranges a program of after-school activities for young teenagers. Several teachers are hired to work with the groups. Certain facilities at J. H. S. 13, two blocks south of P. S. 108, are used as well as the P. S. 108 facilities. Basically, this program provides an opportunity for teenagers to develop a positive relationship with an understanding adult, just as younger children do in the ADNS after-school clubs. Having some activities in J. H. S. 13 helps provide a smoother transition from the ADNS after-school program to the junior high school community center.

A community worker is also provided by the project. This worker involves parents in the program and coordinates the work in the schools with that of other agencies, including the Junior Volunteer Corps. The East Harlem Project, already operating in this community, contributes valuable guidance to this worker. The community worker and group-work coordinator work closely with each other and with the psychiatric social worker assigned to the school by the Bureau of Child Guidance. To provide continual over-all guidance to Project 108, there are conferences of the community worker, the group-work coordinator and the community center director at J. H. S. 13, with the ADNS director and ADNS administrator at P. S. 108M. A committee of professional and lay leaders serves as an advisory body.

Professional actors bring story-book characters alive at "Saturday Theatre."

Saturday Theatre for Children

The Chelsea Citizens' Committee for the ADNS became aware of the fact that many children had no experience with live theatre. In 1950 to supply this need they formed a subcommittee to bring cultural entertainment to the school during school hours. They then began taking small groups to concerts, children's theatrical productions and to an occasional Broadway matinee when tickets could be obtained. The enthusiasm of the children was tremendous and their good behavior on these trips, which have continued through the years, amazed the volunteer escorts. In one year, 800 children were taken on such Saturday trips. Fifty parents and citizens served as volunteer escorts for these trips. For many of the parents, also, visiting a theatre was a new experience, and was thoroughly enjoyed by them. Other All-Day Neighborhood Schools began doing this also.

Going out of the neighborhood to the theatre has many values, but it was recognized that more children would be reached if theatre could go to the schools. Because many of the All-Day Neighborhood Schools were interested, the Public Education Association for ADNS set up the Committee for Saturday Theatre for Children.

In the Spring of 1961, there were five performances which played to capacity audiences. The enthusiasm of the children was wonderful to behold. Meeting the cast after the performance was a new experience. Many of the children could hardly realize that the performers were real people and gazed at them in amazement.

At a meeting of the Committee for Saturday Theatre for Children, after consultation with parents in the various schools, it was decided to charge a fee of twenty-five cents. It was understood that no child would be barred from attending the performance because he was unable to pay the fee.

In 1961-1962 the committee secured the cooperation of the Bureau of Audio-Visual Aids (BAVI). Funds were limited but the committee planned 23 performances which were held in seven schools. Attendance: 8,300 children, 285 parent and citizen volunteers and 66 teacher volunteers. Schools not in the ADNS Program heard about this plan and asked to join the committee.

An effective evaluation of the program's worth is manifested by its growth in the last three years. From September 1964 to June 1965 the committee serviced 33 schools and gave 144 performances of 14 productions. They also presented 10 Showcases. There was an estimated attendance of 55,000 children, ten percent of whom were admitted free. Volunteer parents, citizens and staff involved during the year numbered close to 800. Among the productions presented recently were *Pickwick Puppets, Young Abe Lincoln, Young Tom Edison, Amato Opera* and *Absolutely Time.*

"A little bit of Brotherhood each day."

CONCLUSION

This bulletin describes the positive program developed by the All-Day Neighborhood Schools for children who live in culturally limited and economically deprived areas of New York City. Recognizing the school as a stable social institution through which the professional staff, parents, citizens and community agencies can work together, the ADNS demonstrates an approach to education that will develop the potential of every child and benefit the community. The experience gained in the development and conduct of the All-Day Neighborhood Schools indicates that the so-called disadvantaged child can be most effectively reached when the educational program stresses *individualized* instruction and provides constant stimulation through the development of *interests* based on ever-widening *experiences.*

To achieve the basic objective of quality integrated education an over-all plan for coordination of all services available today in our schools is needed. The principal, as head of the school, is mainly responsible for this coordination, but all programs must be flexible enough to adapt to the particular needs of each school. The ADNS, with its specific plan for working with teachers and children in a program spanning the day from 9 A.M. to 5 P.M., might be the basis upon which all other special services could be built. The ADNS will grow in depth and scope as it is introduced into additional schools, and as its services are expanded as follows:

> Additional group teachers in each school to extend the group work with resulting changes in approach to curriculum. This would also make the afternoon program available to a larger number of children who need this service.
>
> A school community coordinator in each ADNS to work with parents, citizens, and the school to develop lay leadership, to secure and train volunteers—both students and adults, and to serve as liaison between home, school and community.
>
> Cooperation with the Bureau of Community Education in evening programs for teenagers and adults, and for a summer program for children.

Expansion of service from the Bureau of Child Guidance to meet the needs of children who require services beyond those furnished by guidance workers.

Expansion of the school camping program to encompass additional schools and thus reach more children.

Provision for continuous in-service training of teachers to meet the multiple needs of our schools.

The All-Day Neighborhood School Program, expanded in this way, offers a workable plan for meeting the increasing challenge of education for children in large urban areas.